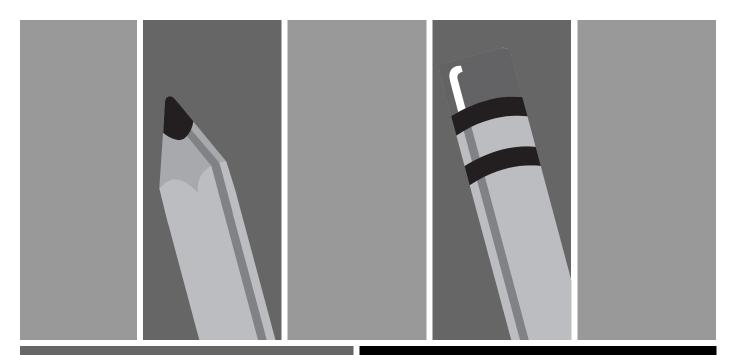


NORTH CAROLINA MIDDLE GRADES

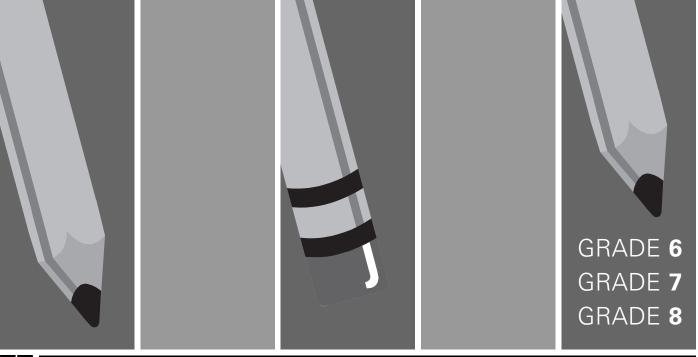
WRITING **EXEMPLARS**





NORTH CAROLINA MIDDLE GRADES

WRITING **EXEMPLARS**





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Important information about using these exemplars.

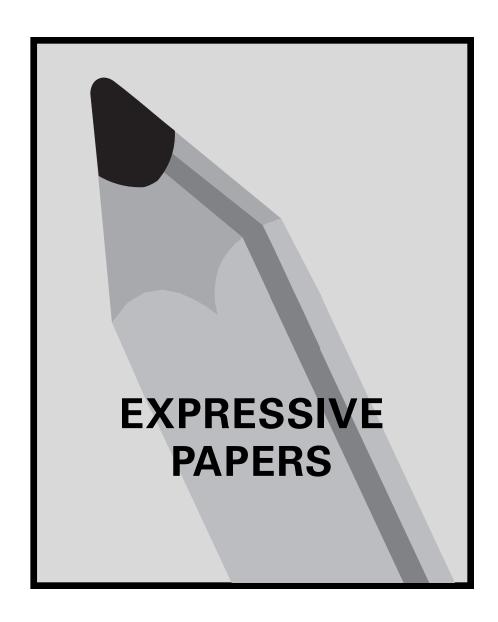
These exemplars have been designed to stimulate and facilitate discussions of student writing, teacher expectations, and instructional strategies for improving student writing, with the ultimate goal of improving teacher instruction and student writing.

Much work has gone into the development of these exemplars. First, a committee of master teachers created the tasks, focusing on the English Language Arts Standard Course of Study for each grade level (6-8). Then, the NCDPI Certified Trainers of Writing encouraged teachers within their districts to have students complete the on-demand tasks. Teachers and/or supervisors from each district then reviewed the student work, selected and annotated works representative of each grade level, and submitted them to NCDPI. Finally, consultants at NCDPI facilitated teacher work sessions in which the final papers were selected, discussed, and annotated.

These exemplars also are not intended to replace or supplement information from NCDPI Testing/Accountability Division about scoring of the state writing assessment. While similarities exist between the two projects (on-demand writing, types of writing, etc.), the ultimate purposes differ and the levels of classroom expectations may or may not reflect precisely the levels of achievement on the writing test. The standard-setting process for the writing assessment achievement levels is more formal and official than our approach of reflecting teacher opinions of the compositions as low, middle, or high.

Finally, these exemplars should not be used to "calibrate" teacher or dictate grades within a classroom. While individual teachers will most likely agree on the progression from low to high within these few samples, the actual "cut" points between low to middle and middle to high are intentionally not delineated. Because groups of English Language Arts educators worked on several steps of the process, these exemplars illustrate a generally accepted consensus, rather than a unanimous endorsement. Teachers may engage in both affirmation and argument as they discuss the compositions, the annotations, and the suggested next steps.

Please always remember that these papers are meant to spark discussion and explore related instructional strategies. For additional questions on how to use this document, contact pblackmon@dpi.state.nc.us or pchalmers@dpi.state.nc.us.



Narrate a single remembered incident and tell why it was (is still) important to writer.



Have you ever took a ski trip to the mountains? I have and it will be one I will never Forget. The Freezing, hard snow, The many brozes, and when I Finally could ski will be in my merorys Forever.

First of all the snow was not soft and fluffy it was cold and hard like ice! I remember that the most. Everytime I would fall I would yell, och! Also I get another broze!

That is my next reason I remember so well all the brozes I got. Everytime I fell I would say, "There is another broze." After trip I counted about 15 brozes! I did not ever wanted to ski anymore. Until I really leared.

Finally I did Learned to ski. I was so happy when I went down the big hill. I was so excited! I told my mother that I did not want to Leave. I wanted to stay Forever and ever. But the next day we packed up and Lefted.

I had a wonderful time! I wish I don't have to wait until next winter though. That is the most moromal trip I ever took.

ANNOTATION NOTES

FEATURES

FOCUS

The writer has focused on the ski trip as the topic for the memory/incident. The writer provided reasons that the trip is memorable rather than providing a rich narrative of the incident. The writer responded to the writing task, but focus is weakened as the writer describes some specific details rather than explaining the personal significance of the trip.

ORGANIZATION

The paper is organized, but the structure is rigid and confining. It is a formulaic five-paragraph essay rather than an expressive, narrative account.

SUPPORT AND ELABORATION

Details support reasons but do not elaborate or explain the events or their significance. Rarely does the writer use specific details to describe the ski trip.

STYLE

The writer's style is impeded by lack of attention to purpose, audience, and context. While attempts are made to interject feeling and description, they are not effective for the task. The writer lacks a definite style. There is very little use of appropriate words, phrases, or descriptions. The student is very repetitious concerning the bruises sustained during the trip. The writing has little movement.

CONVENTIONS

The paper exhibits errors in subject-verb agreement. The writer attempts to create dialogue but doesn't use appropriate conventions. Spelling and sentence formation errors weaken the piece.

INSTRUCTIONAL IMPLICATIONS

The writer needs to organize the paper in a way to plan for support and elaboration. In the classroom, the student can be guided to understand purpose, audience, and context better by reading memoirs by Patricia Polacco or others. This student would also benefit from mini-lessons on punctuation.

QUESTIONS FOR CONFERENCING

- Why was this event important to you?
- How does it make you feel when you finally go down the big hill?

COMMENTARY

While this writer has written about an incident (a ski trip), grammatical problems, formulaic writing, and lack of supporting details impede the reader's progression through the paper. Therefore, this paper is below grade level.

Narrate a single remembered incident and tell why it was (is still) important to writer.



one thing that happened in my life that I will never forget is my 5th grade teacher Mrs. Bourne. She was kind, funny, and cool. I will never forget her because she would let us stay outside longer, didn't give homework, and took my friends and I places when we got good grades. When she let us stay outside longer she would play 4-square alot with us. Sometimes she would even bring her camera and let us make movies. But the best thing of all was she would play soccer, and she wasn't that bad! The one thing she said at the begening of the year was that she wouldn't give alot of homework. We did most of the work in class so we didn't have much homework. She made us study hard and long, but it was wuerth it. The only homework she would give was a few math problems. The last thing is that when we got good grades on tests all month she would take the ones that did this and go somewhere with them. One time she took us to the mall and we had a blast! We ate at chick-fil-a, looked at toys, and played at the arcade. Another time was when she took us to Cristos and went bowling. I got my best score that day and beat everyone. Mrs. Bourne was a loving and caring teacher and that is why I will never forget her.

ANNOTATION NOTES

FEATURES

FOCUS

This paper focuses on a teacher and some aspects of her personality and classroom, rather than a single remembered incident. Therefore, the focus is not appropriate to the task.

ORGANIZATION

This writer does not employ an effective organization strategy. There is no effective beginning, middle, and end in this paper. There is no logical progression of ideas, and therefore the piece is not coherent.

SUPPORT AND ELABORATION

While the writer provides some support for his or her ideas, the details are not related to the task. Elaboration does not support the development of a recounted incident; rather, the details are used to support a clarification-type structure.

STYLE

The writer has some sense of control of language but does not use it effectively to address the purpose or audience. The writer does not demonstrate effective use of paragraphs. The paper lacks precise vocabulary and fluency.

CONVENTIONS

The paper has few grammatical errors; however, it also exhibits below grade level sentence structure and use of vocabulary.

INSTRUCTIONAL IMPLICATIONS

In classroom instruction or an individual conference, this writer needs to be provided good models of expressive writing that narrate a fictional or autobiographical account (SCS 1.01). In addition, the writer needs direction to focus the writing on the specified task.

QUESTIONS FOR CONFERENCING

What is one incident you can write about that you remember from Mrs. Bourne's class? Why was this experience meaningful for you?

COMMENTARY

This writer takes an inappropriate approach to the task by evaluating interactions with an individual (Mrs. Bourne) rather than reflecting on the personal significance of a single remembered incident. Therefore, this paper is below grade level.

Narrate a single remembered incident and tell why it was (is still) important to writer.



My most memorable experience was when I was going to my brothers basketball game at North High School. Before my brothers game the girl varsity were playing and at half time we were losing by 3. When all the girls were going into the locker room there was this man that came out in the middle of the court. He said anyone that wants a chance to win a hundred dollars that you had to pay a dollar and then you had to shoot a foul shot and if you hit it you would shoot a three pointer and if you hit that you would get to shoot a half court shot in the boys varsity game and if you hit that you win a hundred dollars.

I went up to the man and gave him my dollar and I got a basketball and I shot the free throw and I hit it when I was at the three point line and shot it and it rolled around the goal three times and finally just dropped strait in. I could'nt belive it I was going to have a chance to win a hundred dollars. I went running back up the bleachers where my dad and sister was setting there just smilling like a lion. When it shows it's teeth.

I went over in the front of the gym pacing back and forth say I can do it. Everybody had confidence for me on East side but North didn't even think about me hitting it. At the end of the girls game the score was North 50 and East 47. Then it was the boy varsity game I was even more nervous.

Before the boys halftime I went and got me a drink. After that the buzzard went off for halftime to start. The man said everyone that hit your shots to come to the middle of the court. There were six people counting me.

I was so nervous my legs were shaking. This older guy about 20 tried to make me shoot first but I said No way hosae. So then we all got in line I was

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer establishes a clear focus, and the paper progresses to a climactic ending. The writer remains focused on the \$100.00 basket-ball shot throughout the piece.

ORGANIZATION

The paper exhibits a clear progression of ideas that is unified and complete. Most details help the story progress logically from beginning to end.

SUPPORT AND ELABORATION

Specific details extend the major ideas. Some of the details, however, become irrelevant and slow the action. While focus remains on the event itself, more elaboration on the "big event" that wins the student the \$100.00 would strengthen the paper. Additional elaboration is needed to explain the personal significance of the experience.

STYLE

The writer uses precise vocabulary (e.g., "so nervous my legs were shaking") and builds suspense through descriptions of actions and feelings progressing toward the final shot. This writer shows strong style in relating feelings with a unified voice.

CONVENTIONS

The writer's punctuation and usage errors as well as his/her poor control of language structure compromise the strong content of the paper. The writer also fails to use some words according to their standard meaning (e.g., strait). Some of the convention errors add unintentional humor to the story such as the use of "buzzard" instead of "buzzer."

INSTRUCTIONAL IMPLICATIONS

This writer would benefit from teacher/peer conferences and mini-lessons related to proofreading, especially punctuation, capitalization, and editing. This paper could be strengthened with a narrower focus on the one major incident: What is/was the most important event? The student might elaborate that incident in a play-by-play account, and then delete unnecessary information from the current draft. The student also needs to focus on why this event was so significant and how it provided growth and/or change (SCS 1.01).

COMMENTARY

This writer understands elaboration; however, the writer needs to be more selective and careful with conventions. While the paper is flawed with technical errors, this writer has a strong understanding of a narrative, expressive piece. This is a vivid recollection. The next step in the student's growth as an expressive writer would be to reflect on the event's significance.

in the verey back shewing fingers. The first guy that shot airballed, it the second person hit the backboard, the third person airballed, it the forth person hit the bacboard, the fifth person hit the rim, and the sixth person was me I got a rtun and go and threw it up it went straight in nothing but net. Evereyone screamed and hollard because no one realy through the youngest one would hit it after everyone else had missed it.

The man took me back in the room and gave me exactly \$100.00. That's the most memroble experience I have ever had in my hole life, well so far any how.

Narrate a single remembered incident and tell why it was (is still) important to writer.



Memories

Memories are very special. They remind us of wonderful, sad, and even angry times we have had. But the ones that are happy are the ones that warm your heart. Whenever you think of them, you feel love, joy, peace, and even contentment.

One of my very spbecial memories is about my sister and my brother being born. My brother was born first. He wasn't crying. I remember my mother saying that she thought he was supposed to cry. She thought something was wrong! It was very funny. But when I looked into my brothers eyes, I felt very happy, like I had just seen an angel. I could not believe I was a big brother. Now I had someone to show how to dance funky, and to show how to play with S:-I-Joes. I felt so proud.

Then my sister was born. The was crying. There was just something about her cry that made me want to go into the delivery room right away. When I saw her eyes, it was the same. I couldn't believe I was able to show my little sister dance funky. When I looked into her eyes, she completely pulled me in to her beautiful face. I was ready to pinch her cheeks and kiss her face until my lips fell off.

Outside, they just seemed like regular babies. But inside my heart, they were like glowing angels. I still couldn't believe that I had become a big brother. These babies were my key to brotherly joy.

9. don't even have to say why this memory is so special. You can tell by the story itself. And every day, when 9. see my brother and sister, they smile at me and they know 9'm there Big Brother.

ANNOTATION NOTES

FEATURES

FOCUS

The focus is directed toward the feelings and/or emotions of an incident, but the event itself is not recounted. Focus is weakened by superficial description. The writer never takes the reader to the action.

ORGANIZATION

A good introductory paragraph sets the tone for the paper; however, the progression of events does not follow. The topic of memories seems to take the writer in a variety of emotional directions that lead to a sense of disorganization. There is little sense of progression other than first a brother is born, then a sister.

SUPPORT AND ELABORATION

Details are given as descriptions of feelings (e.g., "happy like an angel," "they know I'm their big brother") but have no relevance without action. The writer leaves the reader to determine the importance of the event.

STYLE

The writer uses appropriate words and phrases to engage the reader ("I could just pinch her cheeks and kiss her face."). The writer paints a picture by saying, "When I looked into her eyes, she completely pulled me into her beautiful face." This vivid language seems lost because the writer has not established a clear focus (a single remembered incident) that connects these images.

CONVENTIONS

No drastic mechanical errors impede the reader's understanding of the writer's meaning.

INSTRUCTIONAL IMPLICATIONS

This writer has passion for the subject matter and has strong potential as an expressive writer. During planning and revision, this writer would benefit from being shown models of narrative writing that include expression, action, and progression. Also, this writer may need a planning tool that helps organize planning the action of the narrative.

QUESTIONS FOR CONFERENCING

- Is this the birth of twins?
- · How many experiences are you recounting?
- How could you revise your paper to help the reader visualize a simple remembered incident about your brother/sister?

COMMENTARY

This paper provides a good example of personal expression, though the writer has not clearly focused on a single remembered incident. The writer has potential for writing well expressively. The writer addresses SCS 1.03 by connecting personal experience to content and SCS 1.04 by discussing changes in self throughout the learning process. Deliberate and direct instruction will help this writer as he or she plans expressive papers and focuses on the critical incidents that bring about personal learning growth and change.

Narrate a single remembered incident and tell why it was (is still) important to writer.



"10,9, 8, 7," it was my first basketball game and I had the ball with the clock ticking away. I was standing at the top of the key, however to get to that point I had to go through the pre-game jitters, the embarrassing shot, and the winner.

It was my first game I walked into the gym wearing my hawks uniform. I had been scared all morning just like any 7-year old would be. We were playing the Southwood Rugrats, a team that I heard was really good. I met my team, shaking. I had butterfly's all in my stomach. I kind of calmed down until the Rugrat's walked in the gym, they looked tall and good, my stomach felt a little woozy. I was really scared.

I started the game, and my team was up six to nothing, but I got a rebound, and shot the ball into the oyther teams basket which gave them lots of momentum. I was so embarrassed. The coach took me out, and told me that it was all right. I felt like I was about to cry. My team played hard to make up the difference I had put on them.

Leading to the Last stages of the game I came back in to the game Feeling like I could make up what I had done. My team had went on a 6-0 run to bring us back within a point, and we had the ball with 15 seconds remaining. Our point guard dribbled the ball up the court, and gave it to our best player. He dribbled the ball to the basket, and passed the ball to me. I looked to throw the ball to someone else, but nobody was open. The crowd was screaming 10, 9, 8 and with 7 seconds left I shot the ball bending my knees and pushing as hard as I could. The ball hit the back of the rim and bounced up. The the ball sailed through the basket with 6 seconds left. Our team ended up winning all because my shot.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

This writer maintains focus on a single incident, a basketball game that the writer played at age seven. Specific focus is on the winning shot in the context of this game. In addition to narrating the incident, the writer also explains the personal significance of this experience.

ORGANIZATION

This writer uses two organizational strategies. The overall strategy is a chronological recount of the basketball game. The writer also has used a circular structure by beginning the paper with a countdown of the critical winning shot and returning to it near the end of the paper. ("The crowd was screaming 10, 9, 8, and with 7 seconds left...")

SUPPORT AND ELABORATION

Events are elaborated specifically in this paper, and a play-by-play account of the critical point in the game is provided. Though word choice is limited, elaboration strategies are appropriate to more action (e.g., "dribbled," "passed," "shot the ball bending my knees and pushing as hard as I could").

STYLE

This writer begins with suspense to gain readers' interest ("10, 9, 8, 7...") and continues to build suspense throughout the account. The writer's style is appropriately informal for this subject. The writer uses accurate basketball terminology and provides a play-by-play recount of critical points in the account.

CONVENTIONS

This paper exhibits standard usage (except "my team had went") and correct capitalization and spelling. Several sentence formation errors, including fragments and run-ons, can be seen in this paper.

INSTRUCTIONAL IMPLICATIONS

The introduction would be stronger if it were revised. While the use of a countdown to create suspense is effective, revealing the final outcome of the basketball game may decrease readers' interest. The writer may benefit from examining texts that employ a variety of sentence structures.

QUESTIONS FOR CONFERENCING

How might you vary the structure of your sentences to add interest for you reader? (Note: Currently, most sentences begin with "I." This will also help with the style feature of this paper.)

COMMENTARY

This piece incorporates SCS 1.04 (identifying changes in self throughout the learning process) as the writer recounts an incident from when he or she was seven years old and reflects on why it is still personally meaningful.

While this paper begins with an appropriate suspense–building technique, the writer compromises a promising introduction by hinting too strongly at the final outcome and by using a formulaic final sentence in the introduction. This writer has a clear, appropriate focus and has built the incident to a climax. This writer could improve the paper by varying sentence structure and using a more extensive vocabulary (SCS 6.01).

When I Left the gym my coached
yelled "Great shot, XXXX, I felt
very happy with myself but it probably
wouldn't have been so sweet if it wasn't
For the pre-game jitters, the embarrass-
ing moment and everything else. I prob-
ably learned from the game that I was
Lucky, and I should work on my skills
to prevent mistakes. However, it felt so
good to see my shot go in.

Narrate a single remembered incident and tell why it was (is still) important to writer.



I remember when my dog had puppies. It was exciting. I was at school eating lunch, when one of the office ladies came up to me and said "get your bags packed because your dad is on the way." When I got home I raced to the laundry room. There sat my mom trying to help tally (my dog) have puppies. Two had already been born so I went to sneek a peek. They were adorable! So I wrapped them up in a blan-Ket to Keep warm. Then I got in grubby clothes so I could get dirty and went to help my mom. It was interesting, exciting, and fun all at once. I would like to be a veterinarian when I grow up so it was very interesting to me while everyone else thought it was gross. The way it went was tally would have a puppy, break the sack, clean the puppy, then mom would rub it and I would dry it (But for the first two my mom had to break the sack with scisors). Tally Had ten puppies but nine lived, the seventh puppy came out wrong because you could see the tubes and fat and muscle on his stomache. We had five boys and five girls but after the whole thing was over we had four boys and five girls alive. I remember, there were two white ones (even though they were pure yellow labs), one was a boy (we named Oliver) and one was a girl (we named annie) Oliver was so fat that he wadled when he walked, then annie was pre-muture and was so tiny that we had to carry her everywere while all the other ones stumbled or walked around. The reason why the puppies are important to me is because they gave me experience for the next time, love for any animals (which I already had) and a place in my heart. We still have one of the puppies his name is Jackson and he is one year and four months old. He is a sweet and handsom dog. I love those puppies even though there not puppies anymore. and that's my story.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer establishes a focus by remembering a single incident (the birth of the writer's dog's puppies). This incident engages the reader and maintains focus throughout the paper.

ORGANIZATION

The writer exhibits minor lapses in control when relating the incident. The writing has some misplaced details (e.g., "I would like to be a vet when I grow up so I thought it was interesting...") that weaken the progression of events.

SUPPORT AND ELABORATION

This paper provides examples of specific details when recounting an incident and provides sufficient information. While the writer provides many details, some appear irrelevant to establishing the significance of the event (e.g., dogs' names, putting on old clothes). Cohesiveness is weakened by information and details unrelated to the birth of the puppies.

STYLE

The writer's choice of words is appropriate to the audience, purpose, and context, although the subject matter may be a bit graphic. The tone presents childlike innocence that makes the subject matter engaging and acceptable for this task. The paper lacks an appropriate paragraph development strategy.

CONVENTIONS

The writer's use of run-ons and sentence fragments weaken the paper but do not interfere with the overall message.

INSTRUCTIONAL IMPLICATIONS

The student may need direction on selecting points to elaborate that illustrate the significance of the event. Prewriting strategies might be one way to support the student's growth.

QUESTIONS FOR CONFERENCING

- How could you provide an ending that explains to your reader how this experience was meaningful for you personally?
 (NOTE: Lead the student to revise the paper to eliminate the "and that's my story" from the current draft.)
- Where could this paper be divided into paragraphs?
- How could you rephrase "the way it went was" to make this phrase and the progression of events more engaging?

COMMENTARY

This writer narrates the account of his/her dog having puppies with sufficient detail to engage the reader. The organizational structure is weakened by lack of paragraphing, and minor lapses in the progression of ideas are present. More attention to the purpose, the remembered incident, and its importance would strengthen the response.

Narrate a single remembered incident and tell why it was (is still) important to writer.



Strolling toward the beach on a beautiful day, I did not know the danger that awaited me when I went around that one curve for the very first time.

As the car sqeaked around the curve I jumped up and I saw the humugous blue ocean. I got very excited and started to jump around and bounce on the seats. All of the sudan I could not breathe. I fell down into the floor and tried to get a grasp of breath but I couldn't. My mom heard the big thump when I hit and floor and she looked at me and she got a terrifying look on her face. As I turned bluer she told my dad to go to the hospital. I felt like crying but I couldn't get a breath to do it.

As soon as we arrived at the hospital my mother rushed me into the emergency room. My doctor which is my hero now came in and anounced his name to be Dr. Petterson. He put me into a breathing mask and put me to sleep. While I was sleeping he told my parents the problem as well as the solution. I stayed in the hospital for three days that week, of my family vacation. When I got out of the hospital we went and stayed at the hotel untill saturday. When we got home half of my family came to my house that day. I got a lot of attention and gifts. This incident that I had was memorable for two reasons. The first one is it was my first time that I had went to the beach, and that on that day I could have died. If I had died then I would not be here to tell this story to anybody. Now since I have got older I have grown out of my respiratory problem and I am doing good, But every time I go to the beach I think about this incident. If I had not grown out of this problem I could not go to the beach again which is bad.

Now that I am older I understand that what happend that day was more sirious than I took it. I will never forget this memorable incident.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer attempts to respond to a single remembered incident but quickly loses focus because of the lack of organization and support.

ORGANIZATION

The writer relates a series of events in his/her life that resulted in going to the hospital. The progression of ideas is somewhat related, but the writer does not present a unified or complete paper.

SUPPORT AND ELABORATION

The writer gives little support because he/she fails to develop the topic sufficiently. In addition, the writer seems to omit important information vital to the development of the piece. For example, the writer says, "While I was sleeping he (the doctor) told my parents the problem as well as the solution." Here the writer fails to disclose the problem or the solution to the reader.

STYLE

The writer does vary the sentence structure by using phrases. However, the choice of words and phrases is limited, doing little to enhance the paper.

CONVENTIONS

The writer has basic control of grammatical conventions.

INSTRUCTIONAL IMPLICATIONS

The writer needs instruction in the use of a prewriting strategy that shows a single focus and addresses the issues of personal reflection on the incident to redirect his/her topic.

QUESTION FOR CONFERENCING

What were you thinking while you were lying on the floor unable to breathe?

COMMENTARY

Rather than focusing on the topic, the writer gives an account of something that happened previously. The topic was never addressed; therefore, a focus was never achieved. In the next to last paragraph, he/she does mention the respiratory problem. The incident was memorable because he/ she "could have died." The writer needs to redirect his/her focus to issues that can be addressed. He/she needs to reflect on how that problem changed his/her life.

Narrate a single remembered incident and tell why it was (is still) important to writer.



When 9. was eight years of age 9. was given a female puppy beagle for my birthday. This dog taught me the important lesson of responsibility. He taught me how hardwork could pay off.

Every morning before school I would get up a five-thirty, put on some small boots, grab a leash, and a pack of dog food and head out the door. Even though I was half asleep I was determined to prove to my parents that I was responsible enough to have my own pet.

If I was invited to a gathering or a birthday party I wouldn't go because I felt it my duty as owner of that dog not to leave her for my parents to take care of. I refused to let anybody else assist me In taking care of my beagle.

Waking up at five-thirty and refusing to let anybody else take care of her was not enough. After school everyday I would let her out of her pen and run with her, I would change he water, feed her, and I would clean out her pen. Once a week I would give her a bath and pull the fleas off her, for this was my dog and my responsibility.

9. finally proved to my parents that 9. had learned an important lesson, a lesson 9.'ll never forget, the great lesson of responsibility.

ANNOTATION NOTES

FEATURES

FOCUS

The paper is about the concept of responsibility rather than a single incident. While the writer attempts to express the personal learning and growth experienced as a result of getting and taking care of a dog, the focus is weak because it is not related to a single remembered incident.

ORGANIZATION

The paper lacks a clear progression of ideas because details are not relevant to the purpose, and the paper strays from the task.

SUPPORT AND ELABORATION

Although there are details present to support the concept of responsibility, there is no evidence to support a single remembered incident.

STYLE

The writer does show signs of reflection and explains lessons learned. However, more purposeful vocabulary and more detail in word choice is needed to develop ideas appropriate to the task.

CONVENTIONS

Few errors are present because minimal risks are taken in word choice, vocabulary, and sentence structure.

INSTRUCTIONAL IMPLICATIONS

The writer will need conferencing to help him/her recognize and understand the differences between concepts (responsibility) and a significant event (acquiring, bathing or feeding the dog).

QUESTIONS FOR CONFERENCING

- Which event would you select to develop into an effective expressive essay? Why was this event the most important to you?
- How did this remembered incident help you to grow or change personally in your understanding of yourself? In developing your insight related to responsibility?

COMMENTARY

By writing about a concept rather than a single event, the paper loses focus in the very beginning. As a result, the first two paragraphs do not serve a purpose. After conferencing and review, the student should be able to narrate a single incident.

Narrate a single remembered incident and tell why it was (is still) important to writer.



"I look like a huge Scab!" I outraged as I stared in the mirror. Learning to ride a bike is what got me into what seemed to be on ongoing torture. I'd never road a bike until I was nine. Yeah, I rember it like it was yesterday. Althrough I hated falling to the ground and getting all scabed up it was a real important event in my life and still is.

Okay, it was not easy learning to ride a bike but, I was determined. I fell riding on grass, parking lots in which the cement felt as hard as the thickest amout of steel you can imagine to my cold, bare cheeks. It seemed absurd how how my cousin and his friends could ride around like that while I annocened to myself how many scabs I had while laying on the ground. "eight, nine, ten." Ten scabs. Pittyful? Yes.

I kept trying, trying, and trying my hardest. When I finally got this whole bike riding thing down-packed. I was so overjoyed I didn't know what to do with myself. So, I just kep riding my bike up and down the sidewalk. It was so much more exsiting riding my bike now that I new how maybe because I didn't spend so much time laying on the groun.

Learning to ride a bike was a really important event in my life. It taught me how to never give up when things are not going your way. How to belive in yourself and know that you can do anything you set your mind to. Like W. e. b dubois said in an Ebony magize you can step up in life if you believe you can. I think that my trile in learning to ride a bike proves his theory correct.

Even now that aalll my scabs are healed I really wouldn't mind doing it all over again.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer narrates a single remembered incident, learning how to ride a bike, and includes an above average leap into self-reflection. The writer provides strong focus and attention to the hardships experienced while learning to ride a bike. He/She ties this reoccurring theme into a reflection that is emphasized by its larger implications on future experiences.

ORGANIZATION

This paper exhibits a circular organizational structure. The writer begins with an exclamation: "I look like a huge Scab!" and the paper ends with the writer reflecting that the pain and scabs were worth it—and that he/she "wouldn't mind doing it all over again." The writer develops the incident through his/her personal realization that learning to conquer one difficult task gives self-confidence in life.

SUPPORT AND ELABORATION

While the writer uses specific details to describe the incident, more relevant elaboration is needed to relate the insight and connection to reflection. The inclusion of an appropriate quotation from a magazine is sophisticated for an on-demand response.

STYLE

The writer's voice resonates in the specific words and phrases chosen to describe the incident (e.g. "'I look like a huge Scab!' I outraged as I stared in the mirror," "... the cement felt as hard as the thickest amount of steel you can imagine to my cold, bare cheeks," "'eight, nine, ten.' Ten scabs. Pittyful? Yes."). The writer uses some figurative language that helps to develop the images being presented. The use of informal language like "Yeah" and "Okay" should be omitted or substituted for more audience-appropriate language.

CONVENTIONS

Sentences, while fluent, at times lack sophistication, complexity, correct punctuation, and structure. The incorrect word usage "downpacked" instead of "downpat" along with other spelling errors become obstacles to the reader.

INSTRUCTIONAL IMPLICATIONS

The student should be guided toward relating the impact of the significant events developed in the piece. With guidance, this writer could revise the piece by weaving reflections throughout the events. Incorporating appropriate "thinking" dialogue and vivid vocabulary could move this to a high paper. Care should be taken to distinguish between the appropriate and inappropriate use of fragments.

QUESTIONS FOR CONFERENCING

- How could you better paint the picture and add to the drama of learning to ride a bike?
- How was your confidence affected when your cousin and his friends learned to ride bikes before you did?

COMMENTARY

The writer, intentionally or by accident, seems to take an inductive approach by ending with the quotation that relates/connects the theme running throughout the incident. While attempts are made to use vivid and figurative language, they often seem a bit forced or contrived. The writer uses an informal approach to the writing task, as having a conversation with the reader that adds a more personal tone. The use of informal language (such as "Okay," "Yeah," and "Yes") contributes to the conversational tone of this paper, which gives it voice. The use of emotions and details support the writer's ideas that mastery of one event gives the self-confidence to extend into other domains.

Narrate a single remembered incident and tell why it was (is still) important to writer.



The time I saved the day.

Two summers ago I Left Virgina to board on an airplane, and go to North Dakoata to see my dad. It took me about six hours to get to North Dakoata. When I arrived to North Dakoata's National Airport everyone was there. I rode with my dad, my stepmom my brother and my sister. The weather was sunny and mild.

Two weeks had already passed and I had knew everybody around the neighborhood. I had also met the mean kid next door too. He was only about 8 at the time, but sure did get in a lot of trouble. He's the one that is the main point of the fire that burend my dad's and our neighboors garages down.

It all started on my third week stay in North Dakoata. The mean kid was in his dads garage playing around. My sister and I was on the sidewalk playing with sidewalk chalk. We had used alot of it up so I ran in side to ask my parents if there was anymore chalk. They were sitting in the living room watching the television. While I was asking them for chalk I took a quick quance out the window. I saw something gray and cloudy. Then if Finnally hit me, something is one fire. I stopped what I was asking and said theres a fire. My dad ran to the window, Looked outside and he yelled get out of the house. Told me to grab my sister and run across the street. I did as I was told and darted across the street. My step-mom ran up-stairs to grab my baby brother. My dad ran out of the apartment with the phone in his hand dialing 911. When the fire trucks arrived, they put out the fire and started asking questions about who got the fire started and how did we see it. My dad explained everything to the Fireman. He also mentioned how I had saved the day. I was awarded

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer chooses a single event to narrate; a neighborhood kid sets a family's garage on fire. Great attention is given to the incident with personal implications added that establish the event's importance to the writer. However, the writer does not develop the relationship between the incident and its significance as a focus of the paper.

ORGANIZATION

The writing is organized simply, recounting details in the order that they occur and leading to a final, brief explanation of importance. The chronological organization has limited extension or sophistication. The introduction is wordy and includes too many irrelevant details (e.g., "It took me about six hours to get to North Dakota." "I rode with my dad, my step-mom, my brother and my sister." "The weather was sunny and mild.") taking the reader until the third paragraph to begin to see the incident develop. The writer attempts to tie all events into the climactic ending of "saving the day."

SUPPORT AND ELABORATION

The writing is developed with details that orient the reader to the scene of the fire, the people's reactions, and the resulting events. While the writer describes the event in some detail, the irrelevant details (e.g., "only about eight at the time," "sitting in the living room watching television") slow the momentum of the story and take away from the focus. The main event, the fire and saving the day, is sparsely elaborated. The writer does attempt to add some supporting description of "something gray and cloudy."

STYLE

The style is not well crafted, but the voice of the young adolescent writer is clearly present. The writer has a basic sense of control over the simple language presented. However, the word choice and sentence fluency is underdeveloped leaving the reader disengaged from the emotions or impact of the fire. The writer relies too heavily on general, rather than specific language.

CONVENTIONS

Inconsistent mastery of mechanics and usage is evident in the work. The author has patterns of incorrect plurals and possessives. Minor problems with subject/verb agreement and run-ons are also present.

INSTRUCTIONAL IMPLICATIONS

Directing the author to narrow the focus to a single incident, the fire, would allow him/her the opportunity to further develop the emotional and reflective aspects. Encouraging the reflection and emotion will develop a stronger voice for this piece. One method during conferencing might be to have the writer return to and explain the choice of titles.

QUESTIONS FOR CONFERENCING:

- Why/How did you save the day?
- What impact did this fire have on you and the way you've decided to help people?
- How do you choose the details that are most important?

COMMENTARY

The writer narrates a meaningful personal experience but gives very little attention to the significance this event has played in shaping or changing his/her perspective. The writer needs direction in getting to the point of the main event quickly and focusing on making a connection between the stimulus event and the insight gained from the experience.

a medal and got to go out to lunch with my family and the chief of Harrison Fire Dept .. This day was important to me because I was considered a hero. This incedent had led me to my life time goal, to help people.

Narrate a single remembered incident and tell why it was (is still) important to writer.



When I look back on my life, it's amazing to see how so much could happen in such a short period of time. Many important events have come and gone—for instance, the first time I ever flew in a hot-air balloon (also the last time). I'll never be able to forget that! The magnitude of such an occurrance is larger than one would think. It was a once-in-a-lifetime chance, completely altering my opinion about flying and how the first airborne men must have felt.

Upon my invitation into the basket, I knew this was something special. How many kids get to fly in a hot-air balloon? I only know two, counting myself. I guess its because of the cost (and circumstances), which is another way I got lucky. My aunt's friend, captain of the contraption, allowed me to ride for free! Now, this type of experience, flying open in the wind, is worth much more than zero dollars.

Once in the air, my whole perspective on flying changed. I associate the term with lots of people an airy cabin, uncomfortable seats and a stewardess, all inside a 'big metal bird." But ballooning include only about three to five, poking their head over the rim to see the world below them. An occasional blast of methane, and peace and serenity resume control. The passengers are feeling all the sensations of flying, and not having to worry about the crying baby two rows behind them.

Just imagine—two or three hundred years ago, actually soaring above the ground. How it must have felt to be the first man in the air, thought the machine bearing you isn't considered efficient next to competitors. I felt like this, pretending to be the first to do so as I floated freely along. It was like another world, and I unlocked it.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer narrates a coherent and engaging story about a single remembered balloon ride. By using extensive, expressive, and precise vocabulary, the writer expertly weaves the reflective features among the relevant details. This technique allows the focus to be maintained and strengthened throughout the composition.

ORGANIZATION

Smooth transitions orient the reader to become engaged with the writer's experience during the balloon ride. The organizational structure takes shape as the writer establishes the memorable event and strategically moves through the progression, reflecting on various aspects of the experience by making connections to self and society.

SUPPORT AND ELABORATION

The writer deviates from the "play by play" development of support by elaborating on the feelings and connections the experience brings. (i.e. "Once in the air, my whole perspective on flying changed." "I associate the term with lots of people, an airy cabin, uncomfortable seats and a stewardess, all inside a 'big metal bird.' " "How it must have felt to be the first man in the air, though the machine bearing you isn't considered efficient next to competitors. I felt like this, pretending to be the first to do so as I floated freely along...") The details are relevant and sufficient in achieving the purpose of the task.

STYLE

The writer takes an intellectual leap, going beyond the ordinary. This fresh approach and deep personal reflection throughout the piece creates unique appeal. The writer's authentic voice is revealed to the reader through expert control of selectivity in word choice, details, and varied sentences.

CONVENTIONS

The writer has a firm grasp of the use of conventions in written language. Any minor flaws do not impede the message being conveyed.

INSTRUCTIONAL IMPLICATIONS

The writer will benefit from positive feedback through continued support and encouragement of growth in vocabulary development and complex language structures. Showcase the writer's success.

COMMENTARY

The writer's reflection on the incident is fresh, coherent, and engaging, showing a strong command of the essence of expressive writing. The writer's ability to convey the significance of this event in his/her life shows an exceptional achievement for a seventh grade student. The focus on personal reflection and connection is maintained throughout the paper with phrases such as, "completely altering my opinion," "my whole perspective on flying changed," "it was like another world . . . and I unlocked it." Whether intentional or not, this writer establishes a connection to the SCS objective 1.01 when he/she writes, "How it must have felt to be the first man in the air...." This very expressive reflection is sensitive and provides a window into the mind of the writer.

Obviously, this entire experience is important to me, because it's left quite an impression. As stated long before now, it's importance is due to the changes in perspective it gave me, how it placed me in the shoes of the first in flight, and how different and one-time-only-type it is. So it burns brightly in my memory; from the second the balloon left the ground to the instant we landed, I haven't forgotten a thing.

Narrate a single remembered incident and tell why it was (is still) important to writer.



Have you ever had an incident happen to you? Do you remember it? Was it fun or horrible? I'll tell you about a great thing that happened to me.

About two years ago, I went to a camp. It was called Ambassador Camp. We got up early in the morning. You could feel the cool, brisk summer wind in your face as you walk the long path to the lake. My footsteps were silent as I walked. The long, old pier into sight. The moment of truth. I had heard that this lake was haunted. Of course I believed it. With only my bathing suit on, I got in the freezing cold waters of Lake Waccamaw. As freezing as it was, me and the people of my cabin swam in the deep waters. We went to a boat with, yes, a pair of big, red skis. This was my fear! My turn came. I was still looking over my shoulder making sure no monsters would eat me. I went up to the skis and grabbed on. The ski boat sped up. I started to get scared and I fell painfully and helplessly into the murky waters. I started to cry. But I was determined to learn how. I tried to drown. But my lifejacket would not allow it. I decided to give it one last shot. I did it!! I learned how to ski. I was flying like a bird. The wind and waves were slapping me in my face. I lost control and fell, but I got to ride the boat back. I was very proud of myself I forced myself to ski and did it. I will never forget what I did and I am very proud. I've skied every year and now I am the best in my cabin. But this was soooo much better!

ANNOTATION NOTES

FEATURES

FOCUS

The writer focuses on learning to ski at camp, although the focus is not clearly revealed until about halfway through the paper. The student fails to reflect on the personal importance of the incident or the changes that occur as a result of it.

ORGANIZATION

The paper is organized and progresses from one event to the next; however, the writer's insertion of irrelevant descriptions causes the organization to be weak.

SUPPORT AND ELABORATION

While the writer does provide vivid details of the freezing deep and murky waters of Lake Waccamaw, the main event (learning to ski, particularly getting up on the skis) is not supported or elaborated with sufficient details (feelings, movement, actions) to make it the significant part of the recollection.

STYLE

The writer incorporates figurative language with ease ("I was flying like a bird"); however, the writer tends to overuse adjectives, listing rather than painting the picture with bigger strokes. There is a sense of voice throughout the piece that could be strengthened by more sophisticated word choice and more complex sentence structures.

CONVENTIONS

The writer exhibits control of mechanics, including spelling and punctuation. The paper does not include appropriate paragraph divisions. More complex sentences would add interest to the paper.

INSTRUCTIONAL IMPLICATIONS

This writer should be guided to plan with an effective graphic organizer or other planning tool that incorporates needed elements for the task (e.g., characters, setting, action or main event, reflection). The graphic organizer used by this writer did not allow him/her to organize the paper logically because it did not show a relationship between and among the ideas.

QUESTIONS FOR CONFERENCING

- How could you draw the reader into your experience more quickly?
- How did you plan your paper?
- What details could you provide the reader to show, and not just tell, your story?

COMMENTARY

The writer effectively builds suspense by describing the events leading up to the moment he/she attempts to ski for the first time. However, the focus on the event itself is weakened by a lack of elaboration. In addition, the significance of the event receives only minimal attention from the writer.

MIDDLE

TASK

Narrate a single remembered incident and tell why it was (is still) important to writer.



Everyone has experiences that they will always remember. The most memorable experience for me is when 9 wrecked on a four-wheeler and got lost. What makes this experience so memorable? Having a four-wheeler flip over me is not something 9 would want to happen again, 9 sprained my ankle, the feeling of being lost is like no other in the world, and how 9 felt when 9 got back to camp is what made this experience so memorable.

9. was scared when the four-wheeler flipped over.
9. was riding with someone else and they were driving and they decided to go down a really steep hill.
As we began to go down the wheels slipped and we turned sideways and flipped over. We were flung foward. The next thing 9 know is the four-wheeler flipped on top of me and it kept on rolling.
Amazingly 9 wasn't hurt but the fear that 9 felt is definately something 9 don't want to feel again.
After getting over the shock we got back on the four-wheeler and began to go very slowly down the mountain. That was nothing compared to what happened next...9 sprained my ankle.

As we were going down the mountain, the four-wheeler ran out of gas. I went running off to see if there was anybody around and I lost my footing and fell down. I landed right on top of my leg. I thought I had broken my ankle but I later found out, I had only sprained it really bad. I limped back to the four-wheeler and the person I was with and we decided to just start walking. There was bound to be someone around. There was! Thank you God! It wasn't over yet though. I was practically hopping by then and we explained everything that had happened and the people in the truck offered us a ride. The ride was bumpy and it hurt my ankle

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer has not established a clear focus on a single remembered incident. Rather, the writer seems to focus on a series of unfortunate events related to a four-wheeler accident. Though the writer indicates getting lost, it is not clear when or where the writer actually got lost during the incident.

ORGANIZATION

Even though the writer develops a beginning, middle, and end, the paper does not establish a clear, logical progression of ideas. There appears to be a lack of relatedness among ideas.

SUPPORT AND ELABORATION

The writer uses elaboration but leaves the reader with many questions. The writer gives considerable information but does not integrate ideas related to the significance of the information.

STYLE

To add suspense and drama to the piece, the writer effectively incorporates the use of ellipses at the end of the second paragraph, and later states, "It wasn't over yet, though." However, the sentences generally lack variety and hinder the overall flow of the story.

CONVENTIONS

The writer exhibits some control of grammatical conventions that are appropriate to the task. Fragments and run-on sentences impede the reader's progress through the paper.

INSTRUCTIONAL IMPLICATIONS

As is true of many writers in the middle range, the earnest tone indicates a writer willing to do what is expected. The paper is thoughtful and sincere. The writer needs to review grammar, usage, and mechanics (SCS 6.01), particularly focusing on conventions of complex sentence structure. During the revision process, the writer needs to redirect the focus toward one specific incident that will connect the events to self.

COMMENTARY

The writer gives the details in a piecemeal fashion, rather than in an organized way. The writer does attempt to connect the incident to self through the description of feelings as the events occur (e.g., scared, confused, sick to stomach). More elaboration is needed to convey effectively the significance of the incident. However, because of the piecemeal presentation of events, the reflection does not engage the reader adequately.

really bad. Then it had to start raining. We both got soak ing wet but I didn't care I wasn't lost anymore.

Being lost is one of the worst things that has happened to me, but the way I felt was worse. When I was lost I had mixed feelings. I was scared, confused, and I felt like I was going to be sick to my stomach. Those feelings all went away when we got back to where we were camping.

As soon as the truck was close enough to the campsite, 9. jumped out and ran to my mom. 9. didn't care about my leg or how scared 9. was, 9. was back with my mom and 9. was so happy and relieved, that 9. was crying.

This will always be a memory. I'll never forget and I hope I don't have to go through something like this again, but everything happens for a reason and I think this experience has made me mentally stronger.

Narrate a single remembered incident and tell why it was (is still) important to writer.



IF I could remember one experience in my life, it would be this past summer when I had a picnic with my Uncle Bryan and Aunt Ann in the mountains.

My mom, dad, brother, and myself piled into our brand new, puter Yukon XL. My father cranked up the engine and proceeded to follow my aunt and uncle, just ahead of us in their black Camry, down the highway, and then up the Blue Ridge Parkway. After what seemed to be a century, we finally arrived at the park. We piled out of our cars to see a whole new world right in front of us. We saw families of every shape and size all around us having fun and enjoying the time they were spending together.

We all looked around for a little while and spotted the perfect place to enjoy our homemade ham sandwiches. Tight there in front of us was a small patch of grass with a perfect size concrete table. On the right side was a group of shrubs, and on the left, and in front of us was a small creek. As all six of us crossed the creek on the big, wet, alge covered stones, we all got our feet wet. The water was as cold as ice, but noone seemed to mind.

After helping our parents and aunt and uncle, my brother and I shed our top layer of clothes to reveal our decorated bathing suits. We told our parents that we were going to go explore things and off we went. We walked through ankle high places, knee high places, and waist high places. We walked around twists and turns, and finally we got so tired we turned around and headed back to our picnic spot.

When we got back, our Lunches were waiting for us. My mother had fixed us ham sandwichies on white honey Sara Lee bread, also on our places was a mountain of potato salad, some potato chips, and some baked beens. After everyone finished eating, we

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

Focus on the family picnic was established in the first paragraph and maintained throughout the paper. Lack of emphasis on the personal significance of this incident weakens the focus.

ORGANIZATION

A sequential chronological organization of events is presented.

SUPPORT AND ELABORATION

Superficial elaboration like, "the ankle high places, knee high places, and waist high places," and overuse of forced adjectives such as "big wet alge covered stones," detract from the overall flow of the paper.

STYLE

While the writer has used descriptive language (e.g., "white honey Sara Lee bread," "puter Yukon XL," "decorated bathing suits"), the writer's word choice does not contribute to the progression of the story.

CONVENTIONS

Minimal grammatical errors do not impede the reader's understanding of the ideas conveyed.

INSTRUCTIONAL IMPLICATIONS

The writer needs to reexamine the style of writing used as it pertains to purpose, audience, and context. The writer drifts to unnecessary ideas and details.

QUESTIONS FOR CONFERENCING

- •What have you gained from this "quality time" spent with your family?
- What made you choose the details that you used in your paper?

COMMENTARY

The reader is immediately distracted by the overuse of forced adjectives. The writer fails to select details that best illuminate the topic. With proper instruction, this writer should quickly move to an understanding of how to effectively organize ideas that connect events to self and society (SCS 1. 01).

all sat down and talked. We talked about everything! After about two and a half hours of talking it was time for my family to head back home to Fayetteville. My brother and I changed from our wet bathing suits and hoped in our car, followed by our mom and dad. We said our sad good-byes and then dad cranked up the engine and we headed back down the Blue Ridge Parkway for Fayetteville.

This is the experience that I would remember; my summer in the mountains, having a picnic with my family.

Narrate a single remembered incident and tell why it was (is still) important to writer.



The one incident that I remember the most is when I got a fishing hook stuck in my wrist.

I remember it was raining that day, and I had been fishing with some of my friends. We were coming back from Cape Hatteras, and the deck of the boat was wet. Whenever we would speed up everyone would slide to the back because of the water. When the boat slowed, we would slide to the front of the boat. We had to be careful to try to stay on our feet I put my arms out to help me balance.

The boat slowed so we could look at something floating in the water. We leaned over the side to get a better look. Then the boat sped up and we slid to the back of the boat again. This time we fell in a heap on the fishing rods.

I got up and started walking away when I felt a tug on my wrist I looked down and saw a fishing hook stuck in my wrist. I moved my arm and the hook went deeper into my arm. I didn't want to act like it hurt, but it did. I was also scared. How was I going to get it out? My friend said, "What's wrong?" I told him I had a fishing hook in my wrist. He yelled for his dad to come and help us. Mr. Waters came over and said "What happened boy?"

My wrist was really starting to hurt now. Every time the boat hit a wave, my arm moved and the Fishing hook went in deeper. I was biting my lip and holding my wrist with my other hand. Mr. Waters took my wrist in his hands. He tried to hold the Fishing hook still so it would not go any deeper in my arm. He told Bill to go get his toolbox. When Bill got back, Mr. Waters cut the Fishing hook from the line. He said that would keep it from moving in my wrist so much. Mr. Waters said he could get the hook out, but he wanted to wait until we docked.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer clearly establishes and maintains a focus on an incident, a fishing hook accident. However, the writer does not sustain focus on the personal significance of the incident.

ORGANIZATION

The paper has a definite beginning, middle, and end with complete and related ideas. The writer selects a chronological approach to recount the events.

SUPPORT AND ELABORATION

Effective use of concrete, specific details ("I was biting my lip and holding my wrist with my other hand") strengthens the power of the response.

Related and sufficient details move the action and make the paper interesting to read.

STYLE

The incorporation of dialogue and other characters' actions contribute to the authenticity of the piece. However, additional sentence variety and more sophisticated vocabulary are expected at the eighth grade level.

CONVENTIONS

The writer has control of grammatical conventions that are appropriate to the purpose, audience, and context.

INSTRUCTIONAL IMPLICATIONS

This essay could be improved after discussions with a small group of students or a conference with a teacher. The writer will need to see examples of how to use remembered feelings to connect related events.

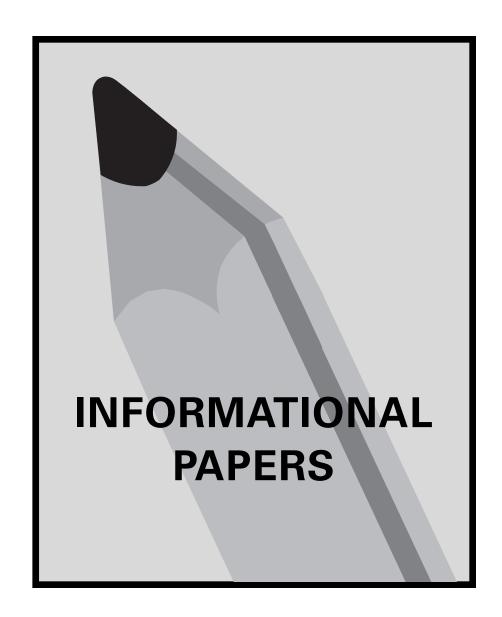
QUESTIONS FOR CONFERENCING

- How can you incorporate your feelings about the accident into your paper?
- What other relevant details could be added to show, and not just tell, your story?

COMMENTARY

This paper represents an example of a controlling idea that has been well developed. The writer effectively narrates a relevant personal experience, but neglects to show the significance of this event in his life. The brief statement, "I have a scar to remind me to be careful around fishing equipment" is the only evidence of reflection. Very few variations of strategies emerge as the rather predictable tale develops.

An hour later we finally reached land Mr Waters cut the end off of the hook. Then he said he was afraid to try to get it out. He took me to the medical center. The doctor said it might hurt when he took the hook out. It did! I thought I would pass out. I have a scar to remind me to be careful around fishing equipment.



TASK

Read or share article on soil erosion. Students will write a summary.



Soil erosion is becoming a very important problem. If the humus is eroded, then the Land produces very Low amounts of crops.

The two ways that soil can be eroded are by wind and water. If the Lower soil is Frozen, but the top is not, it can easily be blown away by wind erosion. If soil is on a slope, it can be easily washed away by rain or other Forms of Liquid.

However, there are ways of preventing erosion. Contour tillage reduces water erosion by plowing across the hill instead of up and down. Using no-till agriculture, only 2" of soil are stirred up, and it keeps crop \$ plant residue on the topsoil longer. Wind erosion can be reduced by windbreaks. It is helpful in reducing wind velocity over fields. A final method used is by leaving the crop residue on the field. This reduces erosion and gives a higher quality soil. These are the many ways you can reduce erosion.

There are many drawbacks to each way erosion can be reduced. With contour tillage, the shape of the field makes it unable \$ not practical to use this method. In no-till agriculture, the system does not work in all soil types. Because of the blade used, it works very well in sandier soils, and does not work in compacted soils, like heavy clay ones. There are many drawbacks of windbreaks. Because farmers must pay taxes, rent, and maintenance, they are very expensive. Also windbreaks take out many acres of crop production. Leaving crop residue on the field attracts pests. Then farmers must decide between soil conservation and chemical applications.

There are many hard descisions that farmers must make in preserving soil.

ANNOTATION NOTES

FEATURES

FOCUS

The writer clearly focuses on soil erosion problems and maintains focus throughout the paper.

ORGANIZATION

The writer maintains logical progression throughout the paper beginning with identification of the topic, then informing the audience of preventions and drawbacks of each method. There is a conclusion but it is weak.

SUPPORT AND ELABORATION

The writer includes relevant details to support the main idea. The writer tries to include all examples from the article.

STYLE

The writer states the facts in a very straightforward manner. The writer does use transition words to link the ideas.

CONVENTIONS

There are few grammatical errors. The writer indicates a good understanding of conventions.

INSTRUCTIONAL IMPLICATIONS

The writer needs to write a closure that is more effective to strengthen the paper. The writer could also identify some of the short simple sentences he/she uses and combine these into complex sentences.

COMMENTARY

The writer proves to the reader that he understands the article. The writer tries to include too much specific information from the article instead of being selective in choosing what is important. The information is well-organized and specific.

TASK

Read or share article on soil erosion. Students will write a summary.



Soil erosion is a major problem for farmers today. When soil erodes, the uppermost layer of dirt, called the humus or topsoil, gets blown or washed away by wind or water. With no topsoil, which is the most productive layer of soil, plants cannot grow. The good thing is there are solutions for erosion, but they come with a cost.

One alternative to fanning to prevent erosion is to is contour tillage. This method involves plowing side to side instead of up and down on hilly areas where melting snow washes away topsoil. The only problem is that some fields' shape make this method impossible. Farmers could use the no-till method, though.

This no-till approach only stirs up 2' of loose soil in making crop rows. Traditional plowing cuts down and overturns 8' of loose soil. Plus the traditional plows' are utilized to breakup dirt clods in heavy clay soils and weeds. The no-till method leaves these crop and plant residues to help hold soil together. The major problem with no-till, though, is that weed growth can only be stopped by heavier herbicide applications than with traditional fanning. Leaving crop residue on feilds after harvest has the same ill-effects.

While leaving crop residue in the soil to hold it together all winter works, it also offers a habitat for pests. Again, farmers must use chemicals to reduce pests if crop rotation is not an option. An option that doesn't involve chemicals is windbreaks.

Windbreaks block the wind, keeping topsoil from being blown away. The main problem of this is that windbreaks take up space, and they shade out crops to the side of them also. For every quarter mile of windbreak, about one acre of crop production is eliminated. The drawback is that farmers must pay

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer establishes a clear focus that is maintained throughout the paper. The writer focuses on methods to prevent soil erosion and their drawbacks.

ORGANIZATION

There is logical progression throughout the paper. The writer devotes a paragraph to the different methods of preventing erosion and the drawbacks of those methods. There is good transition between paragraphs. Sentences are linked by the use of precise vocabulary.

SUPPORT AND ELABORATION

All details that are used are relevant to the topic. The writer makes a point, explains it, and tells about the problem it creates. Enough information is given to tell the reader what he/she needs to know.

STYLE

The writer chooses vocabulary from the article and uses it appropriately. The writer chooses language that is precise, engaging, and well suited to the topic and audience.

CONVENTIONS

The writer uses a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. The writer indicates a good understanding of conventions.

INSTRUCTIONAL IMPLICATIONS

The writer needs to be praised for writing a successful summary.

COMMENTARY

The writer has written a precise summary of the article that includes no irrelevant details. The paper demonstrates the writer's ability to paraphrase and use strong vocabulary to maintain the original intent of the article. One of the strengths of this paper is the use of transitions within and between paragraphs. The writer shows his ability to maintain his focus throughout the paper, especially in the engaging conclusion.

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TASK

Read or share article on soil erosion. Students will write a summary.



one very important problem agricultural systems must cope with is soil erosion. If the humus is eroded away, the ground will be rendered unproductive, as this is the productive layer of dirt.

Wind and water are two factors that can cause soil erosion. Wind erosion will typically occur loose soil on flat or hilly terrain, while water erosion tends to occur on sloped terrain. The steeper the slope, the more severe water erosion can be.

Fortunately, there are many differents usable methods of reducing soil erosion, contour tillage is an effective strategy for reducing water erosion but the shape of some fields renders this method impractical.

Wind erosion can be reduced by using windbreaks, but this comes at an enormous cost. Although windbreaks can reduce wind erosion, they actually slow crop production, leaving famers with no benefit in return.

Leaving crop residue on the field following harvesting is another effective method of erosion reduction. The only problem with this strategy is that the residue offers habitat for pests. Heavier amounts of pesticides may be required to eliminate the problem if crop rotation is not possible. On the other hand, leaving the residue on the field reduces erosion and lessens the decline in crop production.

There are some extremely difficult decisions that farmers must make concerning the topic of preserving soil from erosion. Farmers short-term economical needs must be balanced with long-term soil conversation. While soil conservation is critical to creating long-lasting agriculture, it creates a need for more pest-control items, as well. Farmers must acquire a healthy living as any other human must earn a healthy living. That will make the job much easier and more productive in the long run.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer clearly focuses on soil erosion preventions and the drawbacks. The writing maintains strong focus throughout the paper.

ORGANIZATION

The writer selects appropriate information to introduce the paper, and logically progresses through the body. Sentences and paragraphs are linked by effective use of transition words. A good example of this is the first sentence in paragraph five. The paper's overall organization causes it to be unified.

SUPPORT AND ELABORATION

The writer develops the summary by giving the main points without excessive details. The majority of details selected are relevant with exception of a false fact in paragraph four ("leaving farms with no benefit in return").

STYLE

The writer successfully demonstrates strong command of personal voice that engages the audience. Examples include, "rendered unproductive," "comes at an enormous cost," and "lessens decline in crop production." The writer understands paraphrasing and is able to use it effectively to combine ideas into complex sentences.

CONVENTIONS

The writer uses correct sentence structure and punctuation. The writer uses paragraphs effectively to indicate changes in topics.

INSTRUCTIONAL IMPLICATIONS

The writer effectively paraphrases information from the article, but one entire method of preventing erosion was omitted. The writer needs to be instructed to include all important information when writing a summary.

COMMENTARY

The writer clearly comprehends and maintains focus on the concept of soil erosion preventions and the drawbacks. The writer demonstrates personal style by successfully paraphrasing information throughout the paper. The writer makes good use of organization in the overall structure of sentences and paragraphs while summarizing.



Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Mrs. Dollyhite Central Middle School XXXX N.C

Dear Mrs. Dollyhite,

Sincerly.

Hello, How are you today! I know that we have a new student in our class, and she hasn't made any new friends. I've tried to talk to her but she just says hey and walks away. I would like to express my concern on this topic.

First of all when you're a new student you probably feel very left out and don't know what to do.
The way I think we should solve this problem is to do an activity and find out what she likes to do, or we could do a game where you have to interact with other students, so that she would get to know our class better.

The reason I think this would work is because I've been a new student once, and our class did a project on what we liked to do and you got paired with the people who liked the same thing. It got me to know everyone better. Thank you for taking your time and reading this letter.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

While the student stays on topic, the letter seems disjointed because of lack of effective organization.

ORGANIZATION

The writer wanders from a specific incident ("new student in our class, and she hasn't made any new friends") to expressing general "concern" to recounting a personal anecdote.

SUPPORT AND ELABORATION

The writer seems to have a solution in mind, but lack of support hinders its effectiveness. The student has experienced a being the new student and recounts an activity that helped him/her get to know classmates, but because the writer does not comment on how this activity might also help other new students, the anecdote does not appear to support the problem.

STYLE

The writer shows compassion for the new student and writes with energy. However, remnants of a previously taught formula ("I would like to express my concern," "First of all," "The reason I think this would work") undermine the flow of the writing. The writer needs to consider proper tone and diction for the audience.

CONVENTIONS

Conventions are low to average for sixth grade.

QUESTIONS FOR CONFERENCING

The writer would benefit from discussion about audience. Questions like how do you think you would write to an adult in a letter might lead to exploring some of the issues of diction. Also, asking the student to explain the connection between the writer's own personal experience and how that might help the new student would elicit understanding of the missing commentary that must make that connection.

COMMENTARY

Competency goal 3.03 would be a good focus for work with this student. The lack of effective elaboration makes the writer seem confused about the assignment, because it is unclear whether the student is focusing on a specific new student or new students in general. Making reasons relevant through elaboration will take this student to a higher level performance.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Dear Mayor of XXXX,

I think that you need to do something about all of the many time Forest that is being destroyed on the island. This Forest used to be so big that it would make a tunnel over the road! The many time Forest is also home to a lot of the wildlife that lives on the island. Big land owners are destroing acres of the Forest so that they can put in more condomeniums when we already have enough. When tourists come to the beach they want to see the ocean and wildlife, not a bunch of hotels. A couple of hotels and condos is okay but we have way too many.

You and the town Hall should get together and find some way of restricting the amount of forest that is cut down per year, and also find a way to get a nature group to come in and try to plan some trees in where there isn't any. XXXX has become a prety big tourist atraction over the years. I have seen license plates from texas! I also think that you should put sand bags on the beach whenever there is a huricane, because when the sand dunes get eroded away it kills the Mary Time Forest that lives ontop of the dunes.

I really hope that you take my letter into consideration. I think that with more forest XXXX will be a much better place.

Scinceraly,

ANNOTATION NOTES

FEATURES

FOCUS

Although the writer remained generally on topic, the writer introduces several other issues ("sand bags on the beach whenever there is a hurricane" "license plates from texas") that detract from the central focus.

ORGANIZATION

The writer tries to bring in many issues that are connected to the destruction of "mary time" forest. The author does not connect these to the central issue, creating a lack of unity and weak coherence that undermine the effectiveness of the writing.

SUPPORT AND ELABORATION

The writer has sufficient ideas to develop this into a high quality paper. If the writer establishes a more concrete relationship between problem and solution through effective commentary, the paper would be improved. Also, by working through the commentary a direction to the paper would be established that would enhance its organization.

STYLE

The paper is audience appropriate and demonstrates grade-level background knowledge. The final paragraph reverts to a less mature style that undermines some of the effectiveness of the entire paper.

CONVENTIONS

Word choice is typical of average sixth grader. Some spelling errors are distracting. The writer needs work with capitalization (Objective 6.02).

SUGGESTIONS FOR CONFERENCING

NC SCS objective 3.02 and 3.03 need to addressed through this writing – most specifically through clear sequence of reasons and commentary that build coherent, relevant reasons. One strategy might be to use this paper as a reverse mapping activity – having the students take the information in the paper and place it on a graphic organizer. Then discuss which pieces of information might be made more effective.

COMMENTARY

With revision, this paper could become a high quality paper. The writer has good knowledge of the subject, and with coaching can write about it effectively.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Dear Neighborhood Officials,

A neighborhood looks much nicer and cleaner without litter on the ground. I guess my neighborhood will never be like that considering all of the garbage and trash in the yards. There is not one house that you drive by that does not have some kind of litter on the property. I see people throw their disgusting garbage out their windows not caring about what anyone would think. This needs to be fixed and now.

9. propose that an effective solution would be to have monthly neighborhood clean-ups. Some of the people in the neighborhood would clean up their yards with a trash bag and some help for struggling neighbors. This wouldn't have to be a costly thing if the neighborhood cleans up for free and if everyone buys or uses their own trash bags.

A clean neighborhood is a happy neighborhood. With less litter everywhere more people might want to come and live in the neighborhood. Also, a clean neighborhood will be safer for dogs and cats as well as children. Once it is clean, people might want to spend more time outside. They might even get to know their neighbors. Without all of the glass on the ground there will be less of a chance of children getting hurt or a tire popping on the road.

If you can make this happen, I might actually get to know what a clean neighborhood looks like. I cannot wait to see all the garbage go away.

Who would want to live in a neighborhood that resembles a dump? If our neighborhood doesn't get cleaned people might move away. To stay a good place to live, we have to get rid of the garbage. Please help us do something to clear the garbage. Thank you.

Lincerely,

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer addresses neighborhood officials regarding the problem of litter. The writer maintains focus on the problem throughout the paper. The paper's coherence helps maintain focus.

ORGANIZATION

Writer uses repetition effectively to maintain focus on the problem-solution. The writer states the problem and moves logically to the solution. The final paragraph summarizes the paper and points toward other problems that might arise if the litter issue is not addressed.

SUPPORT AND ELABORATION

The writer proposes an achievable solution, monthly neighborhood clean-ups, identifies the people who will participate in the clean-up and determines that the solution is inexpensive. The writer utilizes description as a means of elaboration; ("disgusting garbage," "struggling neighbors") The writer includes reasons for cleaning up the neighborhood ("spend more time outside," "safer for dogs and cats as well as children").

STYLE

The writer's purpose, personal voice, stance and passion are evident throughout the paper (Objective 3.01). A variety of sentence types create fluency, and the word choice relates effectively to the problem-solution. The writer addresses and engages the appropriate audience.

CONVENTIONS

For a sixth grader, the writer has an excellent command of language structure and the use of conventions.

SUGGESTIONS FOR CONFERENCING

This paper would be particularly effective for teaching elaboration. The teacher can select from several questions suggested by the paper to guide students to include more elaboration. For example: How can the "struggling neighbor" be helped? What kind of litter is on the property? As you read this selection, what additional information do you want to know?

The teacher might ask pairs of students to place the paper's paragraphs, which have been cut apart, into the correct order. This might help students discuss whether or not that the first last paragraphs might be interchangeable and whether or not this is strengthens or weakens the paper.

COMMENTARY

Four paragraphs present the writer's position clearly, appropriately, and logically (Objective 3.01). The beginning and final paragraphs state the main idea without repetition. The second paragraph addresses the proposed solution; others address the positive outcomes if the problem is addressed or the detriments if the problem is not addressed. The topic is age appropriate, giving the writer the ability to draw from personal experience to support the points in the paper.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Dear Mr. Taylor,

I have been informed of the problem of backpacks in schools and have come up with a few reasonable solutions. The two main reasons for banning backpacks are the gun/drugs and health issues. Both of which, I will address to you in this letter.

For the past couple of years, teachers have been trying to ban backpacks due to gun/drug related problems. My solution for this is to allow clear backpacks only. This would allow visibility of school items and teachers would be able to detect unwanted material easily. Other places, such as purses and gym bags, would be checked randomly by teachers.

Health issues also present a problem for students that use backpacks. Many students carry their backpacks slung over one shoulder. This eventually causes back/ spine problems in later years. My solution for this issue to allow students backpacks to and from school. During classes, the backpacks are to be out in lockers. Students are premitted to visit their lockers between every period. This would lighten their book load creating less strain on backs and shoulders.

I hope that you will take these solutions into consideration. Thank you!

Sincerel	Υ,
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ANNOTATION NOTES

FEATURES

FOCUS

The writer begins the paper with a clear focus; however, beginning with the third paragraph, the issues are mixed (health problems related to backpacks) and the reader becomes confused because the readers must make too many inferences to follow the meaning.

ORGANIZATION

The writer does not present an effective beginning, middle, and end. The ending of the paper is especially weak and needs work. The ideas do not progress into a unified paper. The solutions that are offered do not contain enough support to justify feasibility.

SUPPORT AND ELABORATION

The subject of this essay has not been well developed. Additional elaboration is needed to connect the solution in the third paragraph to the overall problem of backpacks in schools. The writer has not provided the commentary to connect the details of the solution to the problem.

STYLE

The writer shows very little voice within this piece. The word choice and sentence structure are fairly pedestrian. In an effort to sound objective, all the personality of the writer has been lost.

CONVENTIONS

The writer has control of grammatical conventions that are appropriate to the writing task.

SUGGESTIONS FOR CONFERENCING

This essay would be a good model of a rough draft to use with students showing how to improve a paper. The essence of a solution is presents but is not effectively presented. One of the main areas requiring attention is the ending. The writer might brainstorm ways to close the paper that restate and deepen the ideas.

COMMENTARY

This essay states the problem and possible solutions; however, the support that shows why these solutions are feasible and effective is missing. Work with Objective 3.03 of the SCS would help this writer learn to justify the judgment with logical, relevant reasons, clear examples, and supporting details.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution. This student addresses the problem at his/her neighborhood and offers possible solutions to the problem.



Dear Mrs. Williams.

I have been notified that you have decided to close our neighborhood pool, due to kids playing ruff and members bringing too many people. I understand your concern but I have a better solution to this problem.

My solution is to give every member of our pool a card which has their name, address, and also telephone number. Each card would have eight spaces which would indicate eight chances. Every member is aloud two guest at a time. Each time they arrive at the pool they must show the lifeguard their cards. He/she must make sure the member brought only 2 guests and that they still have spaces or chances left. Each time the member or any of its two guests act up a hole would be punched in their card. This would be monitored by all parents and the lifeguard. Once a hole has been punched the member has seven chances left, when the member uses all its chances he/she is suspended from the pool for ten days. When their ten days are up they receive a new card and the cycle starts again.

Ther are a couple advantages to my solution one being all members still get to bring guests, they still have fun, you would be satisfied, and the pool wouldn't be as crowded which is a big plus!

Thank you for your time and I hope you will consider my solution.

ANNOTATION NOTES

FEATURES

FOCUS

The writer remains focused throughout the paper and suggests a single solution to the problem.

ORGANIZATION

The writer has a sense of direction for the letter, but much of it needs more thorough development. In particular, the writer would be well-served to develop the issues around the problem more thoroughly so that the solution could be tailored to them. Similarly, the conclusion suffers from lack of development.

SUPPORT AND ELABORATION

The writer has developed a solution that is logical and well elaborated. The fluency of the second paragraph derives from the fullness of thinking about the solution. The beginning and ending of the process need to be brought more in line with the development of the solution.

STYLE

At times a sense of voice comes through in this paper. The writer needs to be encouraged to talk out ideas and then capture them on paper, as there seems to be a dynamic voice hidden in the vestiges of formula writing that governs the paper.

CONVENTIONS

This writer has significant problems with conventions. Some of these may be best addressed through extensive reading. The teacher should take care not to dampen the writer is emerging style by over-emphasizing the problems with spelling and punctuation. Some problems with punctuation of compound sentences may be easily addressed.

SUGGESTIONS FOR CONFERENCING

The teacher might elicit more information about the problem that is leading to the closing of the pool and suggest that the writer build a case for trying this solution before such drastic measures are taken. Similarly, the writer might benefit from talking through the advantages that the solution will bring. In coaching this writer, point out how the formulaic close weakens the effect of the writing.

COMMENTARY

This writer has great potential and should be encouraged to write frequently for real audiences. This piece could be effectively used to model the importance of even development in writing.

The writer will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution. (Neighborhood Sidewalk)



Dear town official(s),

9. have recently moved into one of your neighborhoods, Winsong 9. like this neighborhood for several reasons. Winsong has friendly people, a nice apperence, and many kids that 9. ocasionaly spend time with. Despite all these good things: there is one little problem, no sidewalks. You see, my friends and 9. frequently go on walks and bike rides around the neighborhood. However, since there are no sidewalks, it has become more of a safety hazard than a daily routine. Not only are there lots of kids who often like around the nieghborhood but there are also many adults and senior citizens who either walk their dogs, run, or stroll around Winsong. Even they are in danger due to the lack of sidewalks.

As you can see, we have a major problem on our hands, and as town officials, it is your job to work with the citizen." of this town in order to fix it. Therefore, I have come up with a few solutions that could help solve our problem. You could use money from taxes or whatever money is stored in the town's budget to instal the sidealks, or you could have a donation or fundraiser if such money is unavailable. You could even have volunteer construction workers do the job if necessary. If all else fails, you could provide a gravel walkway where people could walk run or ride their bikes in safety. However, I belive it would be much better if you just had a concrete sidewalk laid, just for the convinence. Some bikes may not ride over gravel that well, and beside that, the gravel may spill onto the road. So the sidewalk of choice is not that hard to figure out.

9. really belive that this will improve the lives of all the people Windsong. 9. hope you will take my plea into consideration and maybe even put it into action. Thank you very much.

Lincerely,

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The topic chosen by the writer responds directly to the writing task. A focus is clearly established at the onset of the selection and this focus is maintained throughout.

ORGANIZATION

This writer has established a well-organized composition that exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. This response demonstrates a clear progression of related ideas and is unified and complete. The ideas were well-planned and this pre-planning is evident in the organization of the work. The writer has the beginnings of an effective close, but this final paragraph could use additional development.

SUPPORT AND ELABORATION

The writer has effectively elaborated on the solutions to the problem that strengthen the overall intent of the paper. Details definitely support the solutions that he/she proposes. The writer establishes a direct relationship between their ideas and these strengthen the power of their response.

STYLE

Writer's control of language is appropriate to the purpose, audience, and context of the task. Varying sentence structure increases reader's appeal to writer's ideas. A sense of voice gives the paper authenticity and makes it appealing.

CONVENTIONS

Writer has control over conventional grammar that is appropriate to grade level. Spelling errors within this selection are few and do not impede the reader's understanding of the ideas.

SUGGESTIONS FOR CONFERENCING

This is an excellent model to use as a classroom instructional tool. This paper could be used as a tool to demonstrate how to support your solutions by using specific and relevant examples.

A better lead sentence may be explored to improve the quality of this paper.

Obvious planning was evident and this could be emulated in classroom instruction.

COMMENTARY

This writer did an excellent job of stating the problem to the identified audience and proposing valid solutions to improve the neighborhood problem. The writer not only states one solution, but has meticulously thought through the argument and given additional means by which to solve the problem. In addition, the student has clearly anticipated the lack of funds and therefore states multiple ways money may be attained to accomplish the project. This writer should be encouraged to continue to write and to take a mentoring role in peer group work.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Dear school Newspaper, From what I have heard some student Athletes have failed to meet grade requirments at the end of the semester.

Coaches should let them tryout. If they have not brought their grade up by the end of tryouts they will not be eligible to play for the team. Also the coaches would have not cut them.

Athletes they most bring their grade up to requirements by staying after school or before school Doing extra credit they must have brung there grade up to requirements. Teachers have to say personally to the coaches if they can play or not and the coaches have to say if they can play.

Principals they require no more than 3 days of ISS and no out of school suspension the principals can also say if they can play or not And the principals can kick them of the team if they don't meet there requirements.

And this is your school news Article For the day.

ANNOTATION NOTES

FEATURES

FOCUS

The writer attempts to focus on the subject of athletics and grade requirements; however, this student is unable to successfully fulfill the assignment of the prompt. By the end of the third paragraph, the writer seems to take another direction, weakening the focus.

ORGANIZATION

There is very little evidence of organization within this selection. The writer does attempt to organize thoughts and ideas into paragraphs. The writing lacks fluency, which coupled with the organization problems impair the reader's comprehension of the intent of the paper.

SUPPORT AND ELABORATION

The writer does attempt to address a few ways in which athletes can bring up their grade averages ("staying after school or before school," "doing extra credit"). However, the writer doesn't present this argument with clarity. Underdeveloped details and irrelevant ideas abound.

STYLE

The writer has little sentence fluency, and awkward sentence structure detracts from the overall understanding of the selection. This writer needs to develop confidence in having something valuable to contribute through the writing.

CONVENTIONS

Errors in sentence structure and formation impede the readers' understanding of the writer's selection. This selection has serious problems in conventions and language structure. Punctuation and capitalization is extremely weak.

WRITING SAMPLE

INSTRUCTIONAL IMPLICATIONS

While the use of grammatical conventions and mechanics, especially capitalization and punctuation is an obvious need for this writer, the teacher should take care to help the writer develop ideas. The writer needs to focus on all aspects of Objective 3. Teacher conferencing with the student could possible help the student understand more clearly how to organize his/her ideas on paper.

COMMENTARY

This writer obviously has a personal interest in this subject and appears to have ideas that the school could use to assist athletes that perhaps do not perform well in academics; however, the ideas need to be presented in a coherent manner. The writer shows weak understanding of the conventions of writing. This writer needs assistance with the editing process so that the ideas can be effectively communicated.

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Through the years shoplifting by teenagers at public shopping malls has become a serious and growing problem some solutions to this illegal activity could be installing better security monitors, lecturing teenagers on the moral wrongs of shoplifting and having monitored occupancy levels and police in stores.

Installing better security monitors is one solution to prevent teenage shoplifting. Teens would be scared to shoplift if they were in view of security monitors from all directions. For example, once I saw a guy about to still some Oakley sunglasses at the sunglass hut. He stopped in his tracks when he realized he was in view of three security cameras. With better security equipment authorite or guards would be more assured that no shoplifting would take place. In fine jewelry stores such as Carlyle and Co. they have excellent and numeras security systems. So the staff is confident no shoplifting will take place.

Another possible answer to stopping shoplifting would be to lecture teenagers on the moral wrongs of shoplifting People can change there mind on whether an activity is morally wrong or right when they have more time to reflect upon or think about that activity. My friends and I use to perform some quite dangerous pranks at the Willowhaven golf course until we realized how much damage the pranks were causing to the facility. If teenagers were lectured on shoplifting the group of teens that thought shoplifting was ok. would be outcasts. When teens feel left out of the in-crowd they are less likely to do something illegal or dangerous by therselves. For instance, when I was with a group of friends at the locall mall one of them wanted to still some P.S. 2 games from Babbages. We rejected his idea so he continued to walk through the mall with us.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains the established focus throughout the entire selection by defining a problem and asserting a solution relying on personal experiences for content. The writer convinces the readers of the seriousness of their neighborhood problem and the feasibility of the solution is reasonable, clearly fulfilling the assigned prompt.

ORGANIZATION

This selection demonstrates an understandable progression of ideas that are relevant to the stated problem. The beginning of the paper states the severity of the problem with specific examples that the reader can visualize. The writer's voice in this section clearly shows his/her attitude about this neighborhood problem. This paper models a strong beginning that is supported by a justifiable argument.

SUPPORT AND ELABORATION

The writer uses details and examples to elaborate on the neighborhood problem ("loud music playing," "curse words," "sound of shattering glass," "gangs loiter, and disturb our peace"). The use of these details provides the reader with a clear and vivid understanding of the severity of the problem. The writer also elaborates on the solution by giving specific answers to solve the problem (police officers patrolling neighborhood and creating a neighborhood watch organization).

STYLE

The writer's voice clearly shows his/her attitude about this neighborhood problem. The author's writing style is evident and is appropriate to the audience being addressed. Fluency flows through the use of a variety of sentence structures.

CONVENTIONS

The writer has an age-appropriate command of language structure and the use of conventions. There were very few grammatical or spelling errors located in this selection which strengthened the writer's ability to express ideas effectively.

SUGGESTIONS FOR CONFERENCING

The beginning of this piece engages the reader with a clearly defined problem and the writer move directly into the problem with vivid details and examples about why this is a problem. Using this beginning as a model for classroom instruction would enable other writers to see the power in a strong argument.

COMMENTARY

This paper presented a very strong argument by constructing an essay that responds to a given problem and proposing a solution that included relevant details (Objective 3.02). The writer also engaged the audience by developing interest and creating a persona (Objective 3.03). The student also completed objective 3.03 in competency goal 3 by arranging details, reasons, and examples effectively and persuasively.

Teachers can use this paper to model the effectiveness of conventions in written language. This paper can be placed on an overhead and read aloud to the class, afterwards, share another paper that has many grammatical and spelling errors. In a classroom discussion, allow the students to share their opinions of the effectiveness of the writing? Do the conventions effect how the reader interprets the paper?

Another way to eliminate the high probability of shoplifting could be to only allow a certain occupancy level of customers in stores to make it easier for authorities to monitor possible teen shoplifters. With this plan the teens could be monitored closely in small numbers. Teens act more appropriately and maturely when singled out and watched closely. For example, once in Belk's I saw a suspicious kid staring at a few fossil watches and then looking cuatiously across the store. He was the only shopper in the area and several policeman were glancing at him while talking to a sales clerk. The kid walked away at a brisk pace. Most teens would never do anything unless they were in a relaxed enviorment and supported by many of their friends. For instance, this guy wanted to still some shirts from American Eagle. There were two police standing in the area and his friends wouldn't accompany him in the store. So the guy decided not to attempt to steal the shirts.

Teens who shoplift are becoming a menace to society more each year. Some solutions to stop these aggrivating youths could be to install better security monitors, lecture teens on the moral wrongs of shoplifting and having monitored occupancy levels for customers and police in stores

Writers will propose a solution for a local, state, or national problem and address people who have the power to carry out that solution.



Dear Mayor of XXXX.

XXXX has the misfortune of having its air trapped by mountains. This causes smog to build up, especially in the summer. I know it is harmful to my health and many other residents' health, but I am optimistic our city can work together to make a difference.

Hydroelectric power is one resource we should take advantage of. Although it is slightly damaging to fish and wildlife, its pros definintely outweigh the cons. Unlike coal fueled plants, it is clean and efficient with no depletion of natural resources. Western North Carolin has the rivers neede to run hydroelectric plants. We use government spending to build roads tha create air pollution, can we not use it to build environment-friendly plants?

Citizens of XXXX are going to have to work with the government to create a better tomorrow. If the city would provide more public transportation, then maybe residents with older, poor emmission quality vehicles would use that instead. If more factories would cooperate with inspectors, then filters could reduce poor air quality output.

Now days, people in our country are lazy and can't stand to walk anywhere. If you could encourage residents to get up and go somewhere, it may become routine. If the people of XXXX can become a more outdoor population, they will respect our beautiful mountians.

Sincerely.

ANNOTATION NOTES

FEATURES

FOCUS

Paper maintains focus on topic (air pollution in the mountains) and offers two quality solutions, hydroelectric power and reduced transportation issues, which are age appropriate. The end of the paper has minor errors in the logical flow (will routine outdoor activity really make people appreciate the mountains or affect air quality?) but these issues could be easily addressed in conferencing and revising with the student.

ORGANIZATION

The paper is well organized with a well-developed beginning, middle, and end. The conclusion strongly presents the writer's point of view (encouraging people to respect the environment) without being repetitive.

SUPPORT AND ELABORATION

The writer's solutions are well thought out with sufficient use of facts. (e.g. "Western NC has the rivers needed. . " "filters could reduce poor air quality output. . ").

STYLE

For the most part the student employs formal language (with the exception of "nondays") and effectively uses transition words ("although"). Although there is repetition with the subordinated conjunction "if", this is effective in this piece.

CONVENTIONS

Overall, the conventions are grade level or above. The minor mistakes, "its air trapped by mountains" and "can not we use it," do not detract from the meaning and focus. These also are evidence of student voice.

HIGH

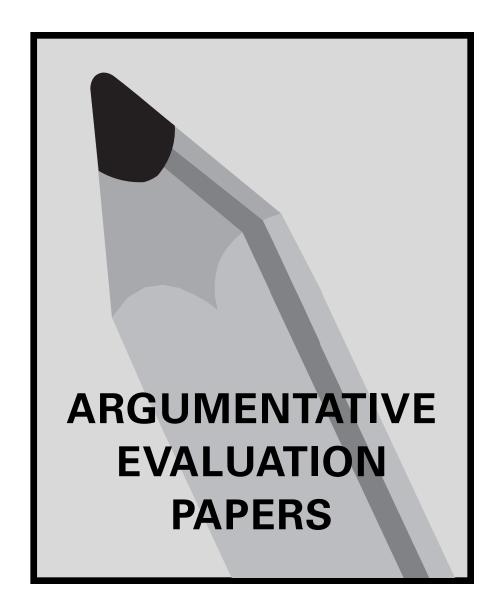
ANNOTATION NOTES continued...

SUGGESTIONS FOR CONFERENCING

Student should be encouraged to balance the third paragraph with second paragraph. Third paragraph could use more elaboration, something which could be addressed in a mini-lesson.

COMMENTARY

This paper is a good example of quality writing at an eighth grade level. The piece shows the importance of students' having adequate background knowledge of a subject, allowing a smooth blending of fact and example. The writer should be encouraged to continue to write for real audiences.



TASK EVALUATION

Compose a letter recommending a book (evaluation) to a friend.



Dear Mara,

I have recently read a terrific book entitled <u>Hits</u> and <u>Misses</u>. It is mystery and I think you will enjoy reading it because it's mystery but I think you will like it for other reasons also.

The first reason I thought you would like ti because it's mystery, but it's not just a mystery it's a super mystery! That means that it is twice as interesting as just a plain old mystery and it stars Nancy Drew and the Hardy Boys instead of one or the other. The mystery started pretty early in this book by Nancy and Bess on the top floor of a ship. Then Bess' camer fell out of her hand, fell on someone's head, and gave them amnesia. So, Bess and Nancy had to piece her life together and they found out interesting information.

The second reason I thought you would like this book is because it has a way of being scarry and funny. The way it scared me the most was by the way it left me hanging at the end of a chapter. An example of this was at the end of a chapter at the end where Nancy Drew, Jane Orbach, and Frank hardy were all tied up and suddenly Crockett throws a match where there was gasoline and almost blew them up. Something that always maked me laugh throughout the whole book was when Joe would try really hard to get a date even if it was one of their suspects.

I listed two reasons why I liked the book and why I think you will like it. If you pick up the book and just read the back I think you will become hooked. Please read the book Hits and Misses and maybe after you read it tell me if you liked it or not.

Your Friend.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer has written a plot summary rather than a book evaluation. The writer's judgment (you will enjoy because it's a mystery) is established; however, the judgment is not the focus of the paper.

ORGANIZATION

The writer understands letter format and the organization shows a beginning, middle, and end; however, true argument is missing because the writer's criteria for judgment are not clearly established.

SUPPORT AND ELABORATION

The writer attempts to establish criteria (mystery, scary, funny) for the plot summary, but prodes few supporting details. The combining of opposites, funny and scary, is distracting.

STYLE

The writer's word choice lacks variety and the words "mystery" and "like" are overused. The purpose, audience, and context are lost in the plot summary.

CONVENTIONS

The writer has a reasonable control of conventions. Sentence formation is generally correct though some run-on sentences are present. Pronoun misuse is evident and the writer's evaluative sentences are in the past tense.

INSTRUCTIONAL IMPLICATIONS

This selection can be utilized to teach the purpose of evaluative writing and leading the students to establish criteria for making specific judgments through the use of graphic organizers and semantic analysis. The teacher can also utilize this selection to review the format of a friendly letter and sentence combining.

COMMENTARY

This selection does not address the task that was assigned and it is formulaic, a model that is not representative of North Carolina's ELA middle grades curriculum. The student shows potential for writing growth through focused instruction and conferencing.

TASK EVALUATION

Compose a letter recommending a book (evaluation) to a friend.



Dear Miach,

I just recently read the best book on earth. The book was called Stormbreaker. It has spies and stuff secret agentis would use. I really recommend this book to you because you like a lot of stuff I do and I Loved it.

The book was about this boy named Alex Rider. His uncle lan Rider was a spy, but Alex didn't know. One night his uncle died and that's when Alex found out his uncle was a spy. That is when Alex had to finish his uncle's mission.

The was so much outstanding action. One time two motorcycle's hooked a long piece of cheese wire and tried to kill him. The thing is he was in an open field with plants about to his head and could not see them.

There was so much Adventure as Alex was tring to Figure out the mystories in the story. The Adventures was as good as the action in the book.

you would have to read this look to get it all, because I left a part out and I wont you to read I. I highly recement this book, because there's enough action in it for a lifetime!

Your Friend,

ANNOTATION NOTES

FEATURES

FOCUS

Student establishes a judgment and attempts to support that judgment throughout. There is a weak attempt to identify criteria.

ORGANIZATION

Student understands friendly letter form and exhibits an understanding of argumentative organization. The ideas presented are not carried through to completeness. The criteria, adventure and action, are too closely related.

SUPPORT AND ELABORATION

Summary of plot is the writer's main strategy, telling but without sufficient supporting detail. Repetition weakens the paper.

STYLE

The student establishes voice but sentence fluency is immature and word choice ("stuff") is limited and imprecise.

CONVENTIONS

Conventions use is generally weak. Errors in subject-verb agreement indicate deficiency in this area. A few misspellings and incorrect punctuation are also present.

INSTRUCTIONAL IMPLICATIONS

The student will benefit from instruction that focuses on purpose, audience and context.

The student needs instruction in establishing criteria for a letter and a book evaluation. A teacher's modeling of strategies like effective word choice and sentence variety, developing book reviews, and using planning organizers would assist this student in developing needed skills.

Instruction on precise versus vague language will help this student to revise for empty/overused words such as "good," "great" and "stuff."

Models for paragraph development are needed to increase the maturity of the writing.

Mini-lessons on subject-verb agreement would be beneficial for this student.

QUESTIONS FOR CONFERENCING

- What is the purpose of this letter?
- What words could you use instead of "good," "great," and "stuff?"

COMMENTARY

The writer's enthusiasm for this writing task implies that this is a student who enjoys writing. Instruction focused on identifying the purpose, audience, and context of the writing task and teacher modeling of expectations (book and letter) and organizational strategies will help this student's writing mature. This student may also benefit from participating in peer and self-revision and should be taught to utilize editing checklists.

TASK EVALUATION

Compose a letter recommending a book (evaluation) to a friend.



Dear Friend,

I believe you might like to read "Where the red fern grows." It is a very adventurous book, not to mention emotional. It takes you into the old days and gives you extremely realistic details of how things were back then.

The book is a great story of a boy who gets two dogs, and developes a very close relationship with them. If you like stories about hunting coons by the light of the moon this is for you. This book has great detail, so if you were to read it, you would feel like you were right there, chasing after a screaming coon, listening to the howls of the dogs hot on the trail of the masked rascal. I have never read a book that is greater than this novel. It describes everything as if with pin-point accuracy. "Where the red fern grows," exactly describes the Loving relationship between a boy and his companions, a boy and his dogs.

While you read this book, that is if you take my advice, you can just see your surroundings, a bed of grass lying under an enclosure of pine trees, with the smallest trickling stream running through the middle of it all. This book, in my opinion, is one of the best ever written. The setting and plot of it are wonderful. This story is absolutely magnificant in my eyes. I hope you take my advice and select this great piece of writing.

Your Friend,

ANNOTATION NOTES

FEATURES

FOCUS

The student establishes a purpose by making a recommendation and attempting to establish criteria for a judgment. The paper blends general evaluation statements with descriptive prose.

ORGANIZATION

The writer exhibits an understanding of friendly letter format. The student establishes a sense of beginning, middle, and end, but a clear progression of related ideas does not exist because the writer intersperses specific imagery (hunting coons by the light of the moon) with value judgments (adventurous/emotional).

SUPPORT AND ELABORATION

The student provides sufficient and related supporting details for a single criterion (relationship between a boy and his dogs). The selection tends to be descriptive rather than evaluative. The student states that this "is one of the best ever" books, but does not justify the recommendation with relevant reasons.

STYLE

Sentence fluency and word choice are varied and at times above average ("masked rascal," "pin-point accuracy"). There is a sense of voice throughout; however, no specific audience is identified.

CONVENTIONS

There are numerous punctuation errors, some run-ons, and incorrect capitalization; however, these do not impede the reader's understanding.

INSTRUCTIONAL IMPLICATIONS

This student would benefit from the use of a planning strategy that would help the student better order/sequence the ideas.

Mini-lessons on mechanics are needed to help the writer eliminate errors that detract from the writing.

The teacher can share models of evaluative writing that are more precise in making a judgment, helping the student to avoid hyperbole.

QUESTIONS FOR CONFERENCING

- What kind of planning strategy could you develop that would help move your writing forward?
- Do you recall the conversations about hyperbole that we've had in class? Have you used hyperbole inappropriately in this paper? (If yes), how could you revise those sentences to either use it correctly or to eliminate it?

COMMENTARY

This paper shows great potential and relays the sense that the student enjoys reading and writing. If this student is to move into the "high" range, he/she must:

- learn to use revising and editing checklists
- · see correct models of focus utilized in evaluative writing
- learn to utilize an organizational plan that includes elaboration of the main idea

Compose a letter recommending a book (evaluation) to a friend.



Dear Warren,

Warren? Come in Warren. Warren are you there? Over. Sorry, Just practicing for the Airforce. You'll do it! After reading "The U.S. Airforce" you to will be dieing to so to the Airforce. Learn all about it!

This book is packed full of entresting fact. It has a whole chapter of facts about the Airforce. Did you know that if you want to be in the Airforce you have to have an A-B-C average.

9.'ve never seen a book that has more information about planes and helicopters. There are over six hundered types of planes and over seven hundered types of helicopters.

Since you want to be part of the Airforce this is the book to have. It will tell the best college to go to or the best way to go into the Airforce would be to keep good grades all through school and not have any criminal records.

9.'m all for the Airforce after reading this book, gosh did you know that your averaged yearly amount will be \$400,000 dollars and that's not all, after you retire from it they will send you a check every month. 9sn't that great!

Warren you wouldn't belive some of the war they have in this book. Dilbert 3. Dohing's story is my favorite. He had a pack of five men but they were all shot down and he was the only one left—I won't ruin the story for you.

If you think you know a lot about guns and bombs, your wrong. This book has more information on guns and boms than any other book. They have a whole five pages about the Atom bomb.

Warren, I know you will love this book and after

ANNOTATION NOTES

FEATURES

FOCUS

Letter format is understood. The writer's purpose is implied through the creative introduction. The writer sometimes strays from the evaluation by addressing his friend's desire to join the Air Force.

ORGANIZATION

The writer appears to understand friendly letter format. The writer has a sense of beginning, middle, and end, and the paper is generally cohesive. The writer's conversational tone detracts at times giving a sense of organizational drifting. The ideas progress rapidly.

SUPPORT AND ELABORATION

Though the paragraphs are short, the writer provides sufficient support (600 types of planes, A-B-C average) for most criteria, but not all (war stories, guns).

STYLE

A keen sense of voice exists in this paper. Sentence fluency and word choice are average to above average. Some paragraphs exhibit a variety of sentence structure. Beginning and end create unity and closure.

CONVENTIONS

Some run-on sentences and usage errors are present. Convention problems do not distract or affect the overall quality of the paper.

INSTRUCTIONAL IMPLICATIONS

The teacher should recognize that the writer is creative and shows great energy and enthusiasm for the task. In addition, the teacher should guard against narrow assignments or restrictive requirements that negate these qualities.

The teacher can provide this student with paragraph and paper organizational strategies such as transitions and planning strategies that require supporting details.

The teacher could also provide rubrics/checklists for self/peer editing that may help this student gain more control over writing.

QUESTIONS FOR CONFERENCING

How can you as the writer keep this paper more focused?

COMMENTARY

This student seems to love writing and reading and these traits need to be nurtured. This response displays an awareness of audience and utilizes concrete evidence from the text.

reading it you'll want to go to the Airforce even more. You'll like this book because of the facts, information, stories, and the helping instructions. Lee you later Warren. I hope you try to the book. Over Your Airforce comrad, P. L. It's at the library in town, in section B. Peace out!

Compose a letter recommending a book (evaluation) to a friend.



Dear Elizabeth,

I just read this awesome book! It is called <u>Harry</u> <u>Potter and the Goblit of Fire</u>. The author is J. K. Rowling. I have heard that J. K. Rowling puts lots of detail in her books. This Harry Potter book is better than all the other ones. You might not like Harry Potter buy my cousin didn't want to read it either, until she read this book, and now she can't wait until the next book comes out.

The book is about Harry Potter going to a world cup where he sees two teams fly in the air and play a game. Then something bad happens and they have to go home early. Then when he gets to school, he finds out that 2 other magic schools are coming to his for an important but fun tournament. Only people 16 and older can get in but some how, him, 14 year old Harry Potter is in the game. Some one put his name in the goblit on purpose. Who could it be? Why would they do that to him? Harry's only idea was that some one wanted to kill him, but who, and why? To find out you have to read the book.

Signed,

p.s. you can borrow the book from me.

ANNOTATION NOTES

FEATURES

FOCUS

The writer attempts to make a judgment (awesome book).

ORGANIZATION

The paper is organized as an incomplete plot summary.

SUPPORT AND ELABORATION

The summary is shallow and reads like a book jacket. Elaboration is missing.

STYLE

The writer attempts to address an audience and show the appeal of the book. There is an overuse of "then." The writer displays limited vocabulary.

CONVENTIONS

The writer exhibits control of sentence formation and mechanics; however, most sentences are simple and short. Incorrect pronoun usage is present; such as, "somehow, him, Harry Potter..."

INSTRUCTIONAL IMPLICATIONS

The teacher can use this paper to help the student better understand writing an evaluation. Following conferencing, the teacher can model paragraph development during a mini-lesson and could continue to assist the student in revising for such things as better word choice, correct pronoun usage, and more sophisticated sentence variety.

QUESTIONS FOR CONFERENCING

- What is the difference between a plot summary and an evaluation?
- How could we use different sentences, or even sentence combining, to make your paper more interesting to the reader?

COMMENTARY

This is not an evaluation and criteria for making a judgment is not present. A focus is not established and the paper also lacks clarifying details and elaboration.

Compose a letter recommending a book (evaluation) to a friend.



Dear Hillary,

Have you ever started reading a book and then you just can't put it down? I thought it was just something teachers said to encourage you to read more often, but recently I found out that it was for real. I don't see how the author did it. I mean Phylis Naylor has an extrodinary "hooking" power. In the book Jade Green she showed totally awesome ability to snag the reader. Her imagination must be working alot of overtime.

Girl, trust me, you'll love this book. I know how you love mysteries, this is way mysterious. Alright you probably want to know what makes it such a great book. In the beginning, this really rich man sort of adopts or takes in this orfan girl. The maid persuades the little girl to get a job, so she applies at the sewing shop. The maid disagrees with this decision because a lot of gossip that goes on there. It reminded me of the time when you got that job at Abercrombie and Fitch. Remember your mom said that you shouldn't work there because a lot of boys you know come in there and she wasn't ready for you to be around them that much of the day. Well they other employees tell her that the house is haunted. She doesn't believe them. Later on, she starts seeing some really freaky stuff. At first she keeps hearing a knocking coming from inside her closet. This totally horrifies her but she checks it out anyway. She discovers that its, wait, I can't tell you. I almost forgot to tell you the most important part, when she came to live with the rich man, there was only one stipulation. She absolutely could not bring anything green into the house. She does anyway, a silk green picture frame with the last picture she has of her mother. I

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer focuses on mysteries in the book and makes a strong judgment with appropriate support and elaboration.

ORGANIZATION

The writer shows adequate command of progression; however, references to past personal experiences shared with the letter's recipient inhibit the flow of the letter.

SUPPORT AND ELABORATION

The writer supports main ideas with sufficient details (orphan, gets job at sewing shop, blood) without resorting to plot summary.

STYLE

The writer exhibits voice and a strong sense of audience. Word choice is appropriate for grade level. Sentence structure is varied.

CONVENTIONS

Though there is some weakness in spelling, it does not inhibit the paper's effectiveness. The writer has a command of mechanics and sentence formation, though informality (Girl, trust me. . .) is present.

INSTRUCTIONAL IMPLICATIONS

A teacher can use the opening paragraph and the closing sentence as examples of how a writer can engage the reader (Girl, trust me; Hillary, you've got. . .). This paper can also be utilized as a model for revision; for example, sentence combining and showing the importance of word choice (stuff, freaky, totally awesome).

QUESTIONS FOR CONFERENCING

- How could we combine some of your sentences to make this paper flow more smoothly?
- Are there times when your informal word choice is appropriate, and times when it is not? How can you distinguish between the two and then correct inappropriate word choice?

COMMENTARY

This paper's strength is its sense of voice and audience. The writer maintains focus and supports a stance with sufficient details. Through conferencing and revision this paper has the potential to move to a higher score.

	n't even told you the freaky stuff
•	then she enters the "forbidden
	"she finds blood at the bottom
the st	taircase.Later on, one night she
hears	s someone playing the piano, it's a
hand	.That reminds me of the time your
broth	ner was playing your flute. Have I
	ed you with this mystery?
	lary, you've got to read <u>Jade</u>
Gree	
Oree	<u>n</u> .

Compose a letter recommending a book (evaluation) to a friend.



Dear Brianna,

Hey Girl! Well know how you love to read and 9.'ve just read a book called, The Bad Beginning, it is the first book in a series of books by Lemony Inicket. Now, 9. know that if 9. read the whole book in three hours and 9. couldn't put it down that you would love it. 9. am going to recommend this book to you because Lemony Inicket's style of writing is mind blowing. The Climax in the book is absolutely wonderful.

Lemony Inickets writing style is so unique. The details in this book are so vivid and realistic. Throughout the entire book you can picture every scene. His writing and details are so vivid I though that I could smell the alcohol on Olaf's and his friends breath. I though I could feel the bum of the mark on the brothers cheek after Olaf struck him. Also, throughout the whole entire book if you come across a word that you are not familiar with you will be okay, because Lemony Inicket has you covered, no, you do not have to use context clues, Lemony Inicket will stop the book and tell you the definition of the word in lamens terms. So you will not be confused. Lemony Inicket has a creative and helpful style of writing.

The Bad Beginning's climax is wonderful and intriquing. It seems like once you get to page one the book has pulled you in. The entire book is very intriquing and once you start reading you can not stop. In the book there is not a happy ending there is a cliffhanger. When you get to the last chapter you will be longing to know what is going to happen. Are the children going to go and live with Justice Itrauss or is Count Olaf going to inherit their fortune? But you will not find out, in that book you

MOITING CANDIE

ANNOTATION NOTES

FEATURES

FOCUS

The writer focuses on Lemony Snicket's writing style and his ability to create excitement.

ORGANIZATION

A strong organization plan is lacking.

SUPPORT AND ELABORATION

The writer repeats details (intriguing) that are general. Support is attempted, but it is weak.

STYLE

The writer utilizes strong voice and creates a sense of audience. Some information is repeated. Some vivid vocabulary is present (vivid, cliffhanger, intriguing), but the writer overuses other words (wonderful, exciting).

CONVENTIONS

The writer has control of correct sentence formation and usage, but demonstrates a lack of understanding related to apostrophes that show ownership.

INSTRUCTIONAL IMPLICATIONS

The teacher can utilize this paper to model and teach sentence combining and word choice by replacing "wonderful" and "exciting" with more appropriate words. While most paragraphs need further development, the third paragraph particularly needs focus and development.

QUESTIONS FOR CONFERENCING

- What organizational plan did you develop for this paper? How could you improve it to include more detail?
- Can you identify the words that you've repeated most often?
 What other words could you use in place of those?
- How could you use sentence combining to improve your paper?

COMMENTARY

The writer utilizes meaningless sentences to take up space, while burying important details (the children's future). The second paragraph contains two ideas, the author's style and the author's inclusion of definition within the book's text; however, the ideas are not developed.

will have to read the sequel, because the book will get very exciting and end. So in a way the end is part of the climax because the book stops at an exciting point. Lemony Snicket will have your heart racing throught the entire book and maybe seven minutes after you finish.

9. recommend the book, The Bad Beginning to you because it is a thrilling book. 9. know that you being the bookworm you are will have it finished in no time. So after you finish that book scurry over to Mauney Memorial Library and check out the sequel.

Compose a letter recommending a book (evaluation) to a friend.



Dear Anne,

Hello! I've really missed you and all my friends while I've been away, but it has been fun! I even went to a local library, and when I was there I saw a book that I think you will really like. It's called Harry Potter and the Chamber of Secrets. This book is the second in a series about a boy who finds out he is a wizard, and it had me glued to it's pages for hours!

What really made me think of you was all the action and adventure. And when Harry Fights a giant serpant in the Chamber of Secrets itself, there is Lots of it. The snake's venomous fangs make it even more deadly than it already is. The battle isn't the only action though. There are Lots of times in this action- packed book that Harry and his friends are pulled into another exciting situation. In the beginning of the story - IZon and Harry flew a car into a tree thathits back, and later found themselves in a dark, and spooky forest, sarounded by mamoth spiders. Every where you turn there is excitement I and adventure jumping out at you from every page.

Another thing that made the book Harry Potter and the Champer of Secrets great was the way Harry and his best friends 120n and Hermione stuck together. I value friendship as much as you do, and the bond that the three have in this story is an admirable one. The tree friends stick together through this book even when Hermione grew cat hair and a tail, when 120n received a particurarly vicious Howler (Letter that yells you really, really Loud) from his mother, and when the meanest teacher at school picks on Harry. The main characters are really true blue buds to each other during the entire works.

Well, I hope that now you are convinced to read Harry Potter and the Chamber of Secrets, because

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer makes a strong judgment immediately and maintains consistent focus throughout.

ORGANIZATION

The paper is in proper friendly letter format. The writer establishes a sense of progression and follows a plan that enhances the paper's coherence. The writer utilizes appropriate transitions from paragraph to paragraph.

SUPPORT AND ELABORATION

The writer's criteria for selecting this book (adventure, action, friendship) are supported with relevant details (venomous fangs, bond between).

STYLE

The paper is appropriate for the audience and has a voice ("Really made me think of you"), which makes a connection with the reader. The paper feels/sounds like a friendly letter. The author's word choice strengthens the paper (venomous, mammoth, vicious). It is not a formulaic paper.

CONVENTIONS

The writer has control of sentence formation, usage, and mechanics.

INSTRUCTIONAL IMPLICATIONS

I am sure you will enjoy this book as

ANNOTATION NOTES continued...

A teacher can use the second paragraph as an example of supporting detail (the giant serpant, the venomous fangs, the dark and spooky forest, the mammoth spiders). Transitions are smooth and can serve as instructional models. The teacher can suggest a better choice of words for "Well, I hope" to strengthen the closing paragraph. The teacher can show various models of reviews from newspapers and magazines to assist the student in developing stronger evaluations.

QUESTIONS FOR CONFERENCING

(After reviewing the newspaper and magazine book evaluations supplied): Based upon what you've seen in our classroom examples, how might you change your closing paragraph to improve the opening sentence?

COMMENTARY

The writer projects a strong sense of audience, above average knowledge of the content, and possesses the skills to convey his/her judgment effectively.

much as I did. It has all the things
you need in a book, action, adventure,
and Friendship, and my overall analysis
of this book is that it is definitely one
you will want to come back to over and
over and over again.
Your Friend,
Tour Triend,

Compose a letter recommending a book (evaluation) to a friend.



Dear Courtney,

I just read the greatest book! It is called <u>Holes</u> by Louis Satcher. The book has great charcaters, an awesome setting that will make you feel like your actually there, and a mood that could make you cry. I loved reading this book and I know you will love it! It is perfect when you want to take a journey without leaving your reading chair.

One of my favorite main characters in this book was Stanley Yealouts. Stanly was an average 10 year old boy with an average 10 year old boys life untill he was punished for a crime he didn't comit. He is sent to Camp Greenlake but what Stanley doesn't know is there is no green and there is certainly no lake. I magine going out in the scorching sun and digging until you've dug a hole. That is 5 feet deep and 5 feet wide. Well, that's what Stanley had to do for a very long time. Find out what happens to Stanley and read Holes. I promise you that you won't be able to put this book down once you get started.

The setting of this book was wonderful. I thought I was actually digging in the sun with Stanley. All I can say is that you better get your hole done in the morning because if you don't you'll be asking that night, "Dose anyone have any aloe vera?" The hottest part of the day is right around noon, and boy it can get hot! As for vegetation, there is not much of a varity. Catuses, and tumble weed are practically the only thing you will see. Not many animals can stand the scorching heat, so you might only find rattle snakes, scorpions, and the extremaly dangerous, yellow-spotted liazard.

Other than talking to you about the great characters and the wonderful setting, there is another

ANNOTATION NOTES

FEATURES

FOCUS

The writer takes a strong stance and maintains focus throughout the paper. There is a strong sense of audience.

ORGANIZATION

The paper progresses logically and maintains focus; however, transitions need improvement.

SUPPORT AND ELABORATION

Details are specific and sensory language is utilized (scorching sun). The author references the text in paragraphs two and three.

Development of mood lacks elaboration in paragraph four.

STYLE

The writer effectively draws the audience into the story. Word choice (scorching heat) connects the audience to the paper. Words such as "wonderful" detract from the paper, however, and a more specific adjective would strengthen it.

CONVENTIONS

Though the author exhibits problems with spelling and verb tense, the problems do not detract from the paper's effectiveness.

INSTRUCTIONAL IMPLICATIONS

During conferences the teacher can address:

- Transitions between paragraphs that create a natural flow
- Vague (i.e. wonderful, great) versus precise word choice (i.e. scorching, venomous) needs to be addressed.

The teacher can also utilize this paper to teach a mini-lesson related to subject-verb agreement.

The teacher can use the fourth paragraph as a vehicle for teaching students the element of mood by using examples from the book.

QUESTIONS FOR CONFERENCING

- What are transitions words and phrases? How could you use some of these to strengthen the flow of your paper?
- You said that the setting of this book was "wonderful." What exactly did you mean by that? Now, how can you use the description you just shared to replace the word "wonderful?"

COMMENTARY

The writer's focus, organization, sense of progression, and voice are strong. The transitions between paragraphs are not strong. To ensure the writer's continued growth, s/he should strive to improve such things as transitions, word choice, spelling, and subject-verb agreement.

great detail we have overlooked, the Mood. There are so many feelings in this book. Some parts make you sad and some part make you want to jump for joy. There is a poem at the end of the book that Stanley's mom used to recite to him. It brang tears to my eyes. Funny characters, a beautiful setting and a mood that brings tears to your eyes. Holes has it all. I know you'll love it!

Compose a letter recommending a book (evaluation) to a friend.



Anna,

Hey! what's up or down? nothing much here. I am writing you because I have read a book I think you would like. It is called The Year Of My Indian Prince. It is about a girl, named April, set just after World War I.S. Her father is back from the war. April has a normal teenage life, she goes to school, has her boyfriend, Mike, and is one of the best swimmers on her school team. But April has had problems breatheing because at one point, she had a bad case of pnemonia, and never really and truly got rid of it.

Her Father has been home a week, and he and April haven't really celebrated. One day April gets a high tempature. Her Father scheldues a appointment for April to go see the doctor. April's dad can't take her for some reason or another so Mike takes her. Once she gets to the doctor's office, the family doctor, Dr. Shipman, x-rays April's lungs. Dr. Shipman goes and calls April's dad to tell him April's prognosesis. Once he is done he goes to tell April. April has Juberclusois. She has a small hole in her lungs, next to her airway, the worst place for it to be.

April has to be enrolled in a tubular (people who have Juberclusois are called that) hospital. Once April gets there she gets a little worse. The begins to hemorrage. Then April starts receiving letters and gifts from a fellow patient, Ravi, a Indian marajhrah's son. If you want to know what happens to April and Ravi, just read The Year Of My Indian Prince, by Ella ThorpEllis. Hate to quit but Got to go.

Love you like a siter,

ANNOTATION NOTES

FEATURES

FOCUS

This is an incomplete book summary, not an evaluation. The paper does exhibit a sense of purpose, audience, and context.

ORGANIZATION

This paper is organized as a book summary. While the organization is not appropriate to the task, the writer does have an organizational plan and the paper is written in letter format.

SUPPORT AND ELABORATION

The support for the incomplete summary is present. Relevant details (character names, events) are present. Again, however, the paper is not focused on the assigned task of evaluation.

STYLE

The writer lacks a sense of audience and purpose. Sentences are similar with little variety. The word choice reflects knowledge of the book, which supports the elaboration (prognosis, pneumonia).

CONVENTIONS

The writer has control of conventions and correctness in sentence formation, usage, and mechanics.

INSTRUCTIONAL IMPLICATIONS

With the entire class, the teacher should point out that this paper does not address the task and could ask the students, "How can we rewrite this paper in such a way that it addresses the task?" The teacher should then model the rewriting of this paper to move it from summary to making an evaluative judgment.

COMMENTARY

This paper does not address this task. Though the writer exhibits knowledge of the book and utilizes vocabulary relevant to the book, the writer does not exhibit the knowledge of evaluative writing.

Compose a letter recommending a book (evaluation) to a friend.



Dear, Friend

I know you're into dramatic stories and I've got the perfect story for you. It's a play called, <u>Diary of Anne Frank</u>. This book contains lots of dramatic scenes excitement and even a little romance. The mood of this play swings almost every scene. I would recommend this for readers like you.

This play is most of the time dramatic. Its about a girl named Anne Frank who goes into hiding with some other people and family, hiding from the nazis. Anne must learn to live whith other people she doesn't know.

This play would be very good to read because it can get the persons attention. In the beginning of the play Mr. Frank is looking at a place and picks up a glove or scarf and finds Anne's diary. That keeps the audience in mystery not knowing what was going on at the time. The play then went into a fash back to before when Anne first came into the annex. Then the wholes story takes place while was living in the annex.

Not only is this play exciting but it's also shows how life was in world war 11. Not many of us knows how it was back then in 1945. I bet some of our parents don't even know. People learn more from reading story like Anne Frank. It's historical value makes it a very interesting story to read.

Finally this story is very eventful. In this play lots of different things happen. In the begginning of this play, it's a tab-bit calm where everyone just got to know each other. I the middle, some one hears a theif, and every one is scared that the theif may tell the nazis and then the residents and Anne would be sent to death camps. This makes the play very exciting.

ANNOTATION NOTES

FEATURES

FOCUS

Focus on *The Diary of Anne Frank* is maintained throughout.

ORGANIZATION

Although there is a clear beginning, middle, and end, cohesion is lacking in the organization. The writer mentions dramatic scenes throughout the evaluation. Paragraph four alludes to WWII but does not develop that idea.

SUPPORT AND ELABORATION

Support is adequate in paragraph five where the writer talks about the events while the Frank family is in the Annex. The writer also provides examples from the text in this paragraph (Hannukah celebrations, thief, fear). However, supporting details are lacking in other paragraphs, such as paragraph three where the writer could cite more specific details related to the flashback. Potential for strong development of dramatic scenes is also present but is never supported.

STYLE

The writer exhibits a strong sense of audience. While the writer utilizes vocabulary specific to the genre (scene, flashback, dramatic), the use of "nice" and "good" detract from the paper.

CONVENTIONS

The writer has control of conventions and correctness in sentence formation and usage; however, some misspellings of words and incorrect use of apostrophes are present.

INSTRUCTIONAL IMPLICATIONS

The teacher should use this paper as a means for demonstrating the importance for developing a strong organizational plan, which leads to a cohesive paper. In turn, this work should improve a young writer's grasp of support and elaboration. Final revisions could then concentrate on such things as effective word choice and conventions.

QUESTIONS FOR CONFERENCING:

- What does the term cohesion mean? How can you better apply this concept to your writing about The Diary of Anne Frank?
- You've mentioned Anne's flashback. How can you help your reader to actually see this through your words?

COMMENTARY

This paper lacks overall cohesion because a planning strategy is not present. Poor word choice and a lack of strong support and elaboration weaken the paper.

This play of Anne Frank really is a nice story. If I could give an award I would for the best overall story. I hope that when you read this play you will enjoy it as much as I did.								
Respectfully,								

Compose a letter recommending a book (evaluation) to a friend.



Dear Courtney,

Hi, I am writing you to tell you about this really good book I read called "The biggest Clutz in 8th Grade." It was so Funny. It has become my new Favorite book.

I think that you should really read this book because you like to laugh, and this will help you do that. It is about a boy named Andy who has a big crush on a girl in his school. Andy tires to impress her but he keeps messing up. This book made me laugh from beginning to end.

You are going to really enjoy this book. Once you pick it up it will be impossible to put down. This book is a book that we can really relate to, because it is about kids who are our age, and who are going through the same things we do sometimes.

I know once you read this book you will have a new Favorite. One part in this story is kind of sad because Andy bought the girl a teedy bear, but on mistake he puts it in the wrong locker, and people joke on him. Andy did not let that bother him, because he knew what he watned and he was never going to give up until he had what he wanted. I know you will love this book because you remind me on Andy a lot, because you never give up.

In conclusion, I hope that I have convenced you to read this book. You will really enjoy it. I bet you never thought that I would ever get this excited over some book, well I did not either. Well. I really hope that you read it and enjoy.

ANNOTATION NOTES

FEATURES

FOCUS

The writer focuses on *The Clutz in the Eighth Grade* throughout the paper.

ORGANIZATION

A sense of organization is present.

SUPPORT AND ELABORATION

Specific examples from the book are cited (Andy and the teddy bear). The author also provides an anecdotal reference to Courtney (because you never give up).

STYLE

Writer has a sense of voice and a keen sense of audience, using an anecdotal reference to make a connection to his/her audience. The vocabulary is typical of an 8th grade student. The writer does repeat him/herself (really enjoy this book).

CONVENTIONS

The writer has control of conventions in sentence formation, usage, and mechanics.

INSTRUCTIONAL IMPLICATIONS

The teacher can use this paper to model enhancing supporting details and a friendly letter (removing "in conclusion").

COMMENTARY

This paper is typical of an eighth grade student. The language is less sophisticated, but the paper has potential for improvement.

Compose a letter recommending a book (evaluation) to a friend.



Dear Sam,

SMR Puppies! Do you get it? That's the punchline of a joke told by Woodrow, the main character in the book, <u>Belle Prater's Boy</u> by Ruth White. Woodrow's humor and insight will appeal to you. Woodrow goes through some difficult life experiences, but learns to use his brain and comes out on top.

The author grabbed my attention on the very first page, when Belle, Woodrow's Mom, got out of bed to go the outhouse and disappeared into thin air. Everybody had a theory about where she went, but none of them as wild as Woodrow's.

Belle's parents and her sister Love, disapproved of her marriage to Everette Pratter, so Woodrow hardly knew them. But with Bell gone, Everette started drinking heavily, and Woodrow was forced to live with his grandparents, right next door to his cousin Gypsy who was perfect, or so it seemed.

Gypsy reminded me of Tracy, that snooty blonde in Math class who thought she had all the answers. However, when Woodrow got to Know her, he found out that Gypsy had mega problems of her own. I wonder if Tracy has any?

I won't tell you how the story ends but I will say that Blind Benny, the chiggers, the Mrs. Cooper will have you howling, while Woodrow and his Mom teach you something about yourself.

Don't forget the title, Belle Prater's Boy. When you've read it e-mail me, and we'll figure out how $3 \times 9 = 30$.

Later,

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains focus making a judgment and supporting that judgment with shared experiences and references to the text.

ORGANIZATION

The author understands friendly letter format and organizes the evaluation with a clear beginning, middle, and end. The writer maintains smooth transitions between and within paragraphs. Coherence is present throughout.

SUPPORT AND ELABORATION

The writer shows thorough knowledge of the audience. Text-specific details, another title by the same author, shared experiences, anecdotes, and character references provide supporting detail and elaboration.

STYLE

The style is appropriate to a friendly letter, and shows varied word choice and sentence variety. The writer uses humor to engage the reader.

CONVENTIONS

Excellent command of grammar, usage, and punctuation is exhibited.

HIGH

ANNOTATION NOTES continued...

INSTRUCTIONAL IMPLICATIONS

The teacher can use this selection as a model for organization and focus. This selection can also be utilized to teach the writer's need to connect with both the text and the audience as evidenced through the writer's reference to text examples.

CONFERENCING QUESTION FOR THE CLASS

- How do the references to the text examples immediately engage the reader and work to strengthen the paper?
- How does this writer show purpose, audience, and context?

COMMENTARY

This is an excellent piece that demonstrates the writer's above average literary knowledge and exceptional command of language. There is clearly a strong sense of purpose, audience, and context.

Compose a letter recommending a book (evaluation) to a friend.



Dear Carie,

9. have had an inspiration about a book that you would love! 9. have just finished re-reading it myself, and 9. am convinced that it would captivate you too, and become a favorite. The Tellowship of the Ring, by J.R.R. Tolkein, is the first book in the Lord of the Rings trilogy. 9. know that you enjoyed the movie recently made from it, and the book is ten times better! It is long enough to last you a while, but 9. promise it will capture and hold your interest from the moment you open the cover.

The Tellowship of the Ring was written a few decades ago, and over time it has become a classic and a favorite to millions of readers worldwide. The characters are deep and intence, with hidden qualities and constant growth. They will draw you into their story — you can relate to their feelings, feel their fear, and rejoice over their triumphs. The plot is the ever-appealing good versus evil, but everything is not as it seems. The excellent plot developent will keep you hooked until the end. This book has all your favorite characteristics, from settings so well described that you can see them in your head to daring battles and warrior kings.

9. know you loved The Tellowship of the Ring movie as much as 9. did — since you saw it in theatres four times! Reading the book will help you understand the movie so much better. You will enjoy all the components that the director had to leave out, and read all the fascinating details that can only be found in the written word. Also, reading the novel will clearly show you the allegory and christian influences in the story, which 9. know you will appreciate it gives the plot deeper meaning and purpose.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer focuses on the reader's interest in the movie *Lord of the Rings* and extols the virtues of the book over the movie.

ORGANIZATION

This paper is well organized, establishes relationships between ideas and events, and progresses logically.

SUPPORT AND ELABORATION

The presence of specific supporting details would have improved this paper. The writer does support literary analysis (good vs. evil).

STYLE

The writer has an exceptional command of language. The sentence length and constructions are varied and complex. This piece shows superior audience awareness.

CONVENTIONS

For a middle school student, this piece shows an above average command of grammar, usage, and mechanics.

INSTRUCTIONAL IMPLICATIONS

This piece demonstrates excellence in writing. Teachers could use it to show the importance of word choice as it impacts the strength of sentences and paragraphs. The teacher could also show how the addition of support and elaboration could contribute to an already strong paper.

QUESTIONS FOR CONFERENCING:

- In paragraph three, you mention the components that are present in the book but that the director left out of the movie. Tell me a little more about these components. Would adding some of this detail strengthen your paper?
- You say "This book has all of your favorite characteristics," but you never tell your reader what they are. What are they and would including them strengthen your paper?

COMMENTARY

This piece is very well developed and teachers should be careful not to allow it to frustrate lower students with unattainable standards. This selection shows maturity not usually observed in typical 8th grade writers.

9. know you very well since we are best friends, and 9. can assure you that you will be as enthusiastic about The Tellowship of the King as 9. am. 9t is the perfect book for avid fiction readers like us! You will really enjoy reading it, and it will prepare you for classes on the novel that are commonly taken college. This is a book that is well-written, captivating, and meaningful. And when you're finished with it, there is the whole rest of the series to enjoy!

Your fri	end,		

Compose a letter recommending a book (evaluation) to a friend.



Dear Kathryn,

I really miss you since you moved away; nothing at school is the same. The thing I miss the most is the way we used to talk about the books we were reading. That started me thinking that maybe we could still talk about books-in letters! So this is my first letter to you about a book and it is one I know you are going to love as much as I do.

Remember the author Sharon Creech? Well the book I just finished is by her, but it is very different from the other books of hers that we have read. Remember how we read Walk Two Moons two times! This one is really short, has a boy for the main character, and is written in the style of a poem. What I mean is that the story is told through a series of poems that all tie together. I think the boy in the story, Jack, is probably in sixth grade, younger than us, but a pretty funny and cool kid. The whole point of the story is that his teacher, Miss Stretchberry (don't you just love that name!). is doing a poetry writing unit and Jack hates poetry. He says that he hates it because only girls write poetry, but as you read the book you figure out that there are more reasons than that.

So your first assignment in our two person book club is to read Love That Dog by Sharon Creech. I will be anxious to hear if you like it as much as I do and why. For me, the form is so unique that I kept wondering how the author thought of it. Since I love to read and write poetry this book made me think of all the great poems I have read and still want to read. But what intrigued me the most about Love That Dog is the way Jack changes from the beginning to the end. The truth is that at the start I thought he was just another immature boy, but the more I learned about him, the more I liked him and

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains focus making a judgment and supporting that judgment with shared experiences and references to the text.

ORGANIZATION

The author understands friendly letter format and organizes the evaluation with a clear beginning, middle, and end. The writer maintains smooth transitions between and within paragraphs. Coherence is present throughout.

SUPPORT AND ELABORATION

The writer shows thorough knowledge of the audience. Text-specific details, another title by the same author, shared experiences, anecdotes, and character references provide supporting detail and elaboration.

STYLE

The style is appropriate to a friendly letter, and shows varied word choice and sentence variety. The writer uses humor to engage the reader.

CONVENTIONS

Excellent command of grammar, usage, and punctuation is exhibited.

INSTRUCTIONAL IMPLICATIONS

The teacher can use this selection as a model for organization and focus. This selection can also be utilized to teach the writer's need to connect with both the text and the audience as evidenced through the writer's reference to text examples.

CONFERENCING QUESTION FOR THE CLASS

- How do the references to the text examples immediately engage the reader and work to strengthen the paper?
- How does this writer show purpose, audience, and context?

COMMENTARY

This is an excellent piece that demonstrates the writer's above average literary knowledge and exceptional command of language. There is clearly a strong sense of purpose, audience, and context.

thought he would be fun to know (even if he is a lowly sixth grader!).

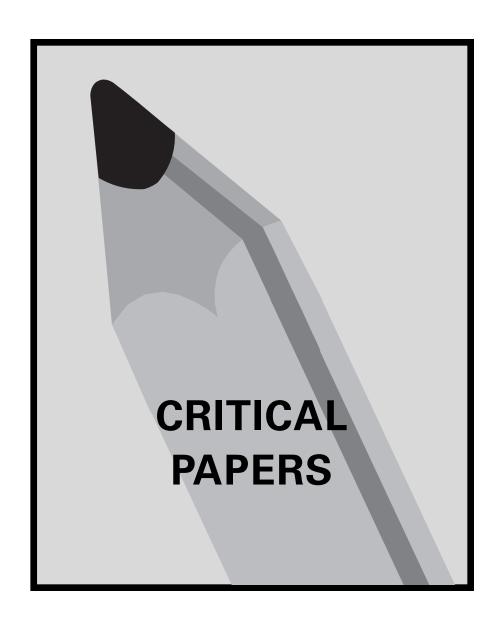
The teacher, Miss Stretchberry, uses famous poems to try and motivate her students to write their own poetry. Kind of like our sixth grade language arts teacher did. For the first few lessons, Jack keeps saying how he doesn't understand the poems and insists he can't write. Some of the things he says are funny, like "brain's empty," as his excuse for not wanting to write. But he gradually gets into it and starts to let his teacher display his poems on the bulletin board if she leaves his name off. As Miss Stretchberry teaches more and more poems and Jack uses them as models

for writing his own poems, the reader starts to figure out that there is some kind of mystery in Jack's past that he is still upset about. By the end of the book the mystery is clear and you realize all of the clues you missed in Jack's poems from the very first day. Like I said before, this style of writing is so unique that when you are finished you are just amazed by how the author put it all together. I would love to try and write a book like this some day.

I recognized quite a few of the poems that the teacher was giving the class and that made me feel very smart! Just kidding. But it did make me remember the first time I read poems by real poets like Robert Frost and William Carlos Williams. I couldn't help thinking about "you know who" from last year and the way she talked about the two roads in the woods for so long that I wanted to run away and hide in the woods. I think that one of the things that helps Jack start to appreciate poetry is that his teacher lets him try and figure the poems out for himself and doesn't make him feel like it is a sin not to like a FAMOUS poem! By the way, all of the poems that the teacher uses in class are in the back of the book, but try to avoid the temptation of looking at them until you finish the story. It is more interesting that way. When you start the book you will see what I mean about Jack being somewhat annoying. He says dumb things like to write a poem you just have to write short lines and that Robert Frost must have had too much time on his hands. But gradually, I started to like him more and wondered about things he put in his poems, especially when he started writing about his dog named Sky. I love that name! I don't want to give too much away before you start reading, but suspense builds when Jack writes a letter to an author and by the end of this book-poem, Jack has matured significantly, as a writer and a person.

Now the book is short, so I expect to hear from you very soon about what you think of the whole thing. In the meantime, I might try and write you a poem-story. I will call it <u>Love That Friend</u>, Life here is pale without you. PLEASE write back soon.

Best Friends Forever,



TASK

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

The writer analyzes a television commercial for a popular shampoo.



Herbal Essence Shampoo

terbal Essense Shampoo is a shampoo that is avertised on t.v. to get people to buy it. The commercial is a very good one because they tell what it does, about it, & show you what it looks like.

The shampoo moistens scalp which means that it keeps it undry & make the scalp soft & easy to manage. I like the product because my hair will grow faster & keep it undry.

It also keeps hair fresh and smelling good because it has fragrance in it. You can go to the store & pick out different smells that they have the shampoo in.

I buy the shampoo everytime I give out which means I get some every 2 weeks. It makes my scalf soft, clean, & bouncy. It is a good product to buy.

ANNOTATION NOTES

FEATURES

FOCUS

Rather than focusing on an analysis of the advertisement, this paper focuses on the product, shampoo. The writer does not demonstrate a clear understanding of the task of analyzing the commercial.

ORGANIZATION

The writer lacks purpose and organization. Ideas are not related or complete.

SUPPORT AND ELABORATION

The details and elaboration of this paper are unrelated and are insufficient.

STYLE

The writer does not demonstrate control of language, including sentence structure or variety. Word choice is sometimes inappropriate (for example, "undry" and making the "scalp soft & easy to manage."

CONVENTIONS

Sentence structure is awkward. Spelling errors and use of the abbreviation for "and" make the paper difficult to follow.

INSTRUCTIONAL IMPLICATIONS

Since this writer focuses on the product itself rather than the actual commercial, it is difficult to tell if there is an understanding of advertising techniques employed in the ad. This student may benefit from the reteaching of concepts in Standard Course of Study Objective 4.01 including author or creator's purpose and use of bias, apparent or hidden messages, emotional factors, or propaganda techniques.

After student has grasped these ideas, a conference may help to focus the analysis on the commercial itself. An organizational structure might include a brief description of the ad and selection of two or more techniques observed in the ad. Then, elaboration could be developed to support each technique.

QUESTIONS FOR CONFERENCING:

- What happens in the ad? What does the viewer see?
- How do you think the people (person) in the ad feels when using the shampoo?
- How do you know how they feel?
- What techniques does the ad use to make people want to buy this shampoo?
- What happens in the ad to show this?

COMMENTARY

This writer demonstrates a weak command of the task of analyzing a television commercial. There is no focus on the ad itself. Instead, the writer provides a personal testimony of the benefits of the shampoo. The writer needs to review the ad and refocus this paper on analysis of the ad.

TASK

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

ATV commercial discouraging the use of drugs



Dear

Recently I watched a really touching commercial and I was wondering if you have seed it or not. It is about a teenager/college student who is knealing on the side of the road at the foot of a tree. The tree has candles, cards, and pictures of a young boy, at the bottom of it. Then at the top of the tv screen phrases appear saying "His brother was killed in a accident," "By a driver under the influence of drugs," then it says "He was the driver." The meaning is that the teenager/ college student killed his brother in a car accident because he was under the influence of drugs. At first the most apparent thing was that a young boy had died, I knew this because there was a wreath at the tree. I think that this is one of the best commercials I have seen in a long time because this commercial tell about something that happens everyday in young peoples lives. It isn't like the other commercials where they tell you something that isn't true just to get you to buy it. This has touched me above all others and it makes me want to do something for people under the influence of drugs, but the only thing I can do about it right now is to make sure me, my family, and friends are not under the influence. I hope that you will see it sometime!

P.S.It is usually on HBO!

Your Friend.

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

This letter maintains its focus on the main idea of the commercial: the costs of using drugs. The writer continues to reference the commercial and brings the reader's attention to words and images from it throughout the letter.

ORGANIZATION

Although the writer does not use proper paragraph structure to identify them, the letter is organized into three distinct sections. The introduction is a description of the commercial including the stated (or apparent) message: "His brother was killed in an accident/By a driver under the influence of drugs. He was the driver." The second section concentrates on analyzing the emotional factors the writer observes. The letter concludes with the writer exploring the influence or impact of the commercial on his or her life.

SUPPORT AND ELABORATION

Support and elaboration are the weakest areas in this letter. The writer lists objects (a tree, candles, and cards) but makes no comment on their impact or contribution to the emotion of the commercial. The writer explains inferred ideas ("I knew that a young boy had died . . . because there was a wreath at the tree.") but does not explain how this information provides an emotional impact on the viewer.

STYLE

The writer's soft, sincere tone is appropriate to the subject matter. The writer uses some sentence variety to create fluency. The vocabulary is age appropriate but in no way out of the ordinary.

CONVENTIONS

Minor spelling and grammatical errors do not impede the reader's understanding of this paper.

INSTRUCTIONAL IMPLICATIONS

While the response is somewhat organized, the writer could benefit from a mini-lesson on appropriate paragraph structure. This paper could be used in a model lesson in which students are asked to separate ideas according to meaning and locate places where paragraph indentation would make the writing easier to read.

This writer should also be encouraged to enhance the paper's minimal elaboration. The description of the scene depicted in the commercial could be developed through the use of more precise vocabulary, especially words appealing to the senses.

The writer could also develop a deeper analysis by giving specific examples, particularly ones related to the emotions evoked by this powerful commercial (for example, "I could not help but imagine what the teenager was feeling as he sat beside his brother's grave – and wonder how I would ever get over my grief if it happened to me.")

QUESTIONS FOR CONFERENCING

- What words could the writer use to describe the mood of this commercial?
- Where might a description of the mood of the commercial be appropriate in your paper?

COMMENTARY

The writer addresses the emotional impact of the television commercial. Much stronger elaboration, including a clearer description of the writer's personal reaction, is necessary to create a paper which adequately conveys an understanding of the impact of such an emotionally-charged commercial. The writer is obviously moved by the experience of viewing the commercial, but does not translate that experience as effectively as the reader might expect.

TASK

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

an advertisement for milk which depicts a skateboarder with a milk mustache.



The advertisment that 9. am describing is about how milk can help you. The dairy company gives a slogan that says, "Itrong bones. Weak gravity." The skateboarder also has a funny milk mustache. The purpose of this ad is to tell you that milk can help prevent stress fractures and broken bones. The intended audience is mainly everyone, but the example is a skateboarder because they break the most bones.

What works for me is how the skateboarder just jumps out of the page. I think that the skateboarder is a famous person. My emotions appeal to this ad because strong and weak are very emotional. They are telling you that you will have strong bones and be very healthy. The fantasy portrayed in this ad is how the skateboarder is not on the sidewalk, he is "flying".

The overall quality of the ad is that milk will actualy give you strong bones and it will keep you healthy. I would buy this product, I would buy it for my cereal and to drink with my cookies. The milk is also good for strong bones and healthy bodies. Overall I think the advertisement was fantastic!

ANNOTATION NOTES

FEATURES

FOCUS

The essay is generally focused on the advertisement for milk and its benefits as represented in the ad. The writer establishes the concept from the ad by quoting the slogan "Strong bones. Weak gravity." The remainder of the essay focuses on the implications of that slogan for the reader.

ORGANIZATION

The essay demonstrates a clear progression of ideas related to the ad and the message it conveys. The writer opens with a description of the advertisement, moves to an interpretation of its emotional appeal, and concludes with its personal relevance or impact on the writer. There is a sense of completeness.

SUPPORT AND ELABORATION

The impact of this analysis could be strengthened by more well-developed support and elaboration. The ideas are presented in short choppy descriptions and brief extensions rather than real elaboration. For example, the writer states that there is emotional appeal in the ad and merely quotes the words "weak and strong" from the slogan without further explanation. There is little development of the ideas related to the impact of the ad.

STYLE

The writer's use of short and weakly connected sentences detracts from the coherence of the piece. Some of the writer's word combinations seem inappropriate (for example, "The overall quality of the ad is that milk will actually give you strong bones . . .) Also, there is some reversal of word order (e.g., "My emotions appeal to this ad. . ." rather than This ad appeals to my emotions.) which interrupts the flow.

CONVENTIONS

Overall, this student exhibits a command of conventions. The writer punctuates a compound sentence correctly. The writer demonstrates an understanding of the use of quotation marks for direct quotations and for emphasis (the skateboarder is "flying"). The exclamation mark in the final sentence is superfluous.

INSTRUCTIONAL IMPLICATIONS

This writer could benefit from a mini-lesson on sentence variety and developing more complex sentences.

The writer should be encouraged to develop a more well-defined organizational strategy which frames the purpose of the analysis more clearly. For example, the writer might select several key ideas from Objective 4.01 of the Standard Course of Study and develop topic sentences around them. The teacher might assist the writer in developing those ideas by asking questions.

QUESTIONS FOR CONFERENCING

- Does the ad demonstrate any bias on the part of its creator?
- What is the ad's apparent message? Are there any hidden messages?
- To what emotions in the reader does the ad appeal?
- Does the ad demonstrate the use of any propaganda techniques? If so, which ones? How are they shown in the ad?

COMMENTARY

The writer of this essay demonstrates an understanding of the task of analyzing the ad for milk. However, the analysis skims the surface and presents the information in random fashion which does not leave the reader feeling that the job has been done sufficiently. This response represents a minimal example of "at grade level" work.

TASK

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

An advertisement for home-style frozen food



Stouffer's catch phrase is "Nothing Comes Closer to Home." Now, when you hear this you think first about the catch phrase. "Oh, Nothing Comes Closer to Home, that sounds nice. Maybe I'll go and buy some." See, if you believe that it will make you feel more like your home, you are more likely to buy some. They use your emotions to make you buy their products. Many companys use this technique to sell more items.

Stouffers also uses loaded words. Words like savory, tender and delisious make you want the product even more. Companies often use this technique to make them seem more educated. Bigger words tend to intimidate your average person. Words like "Relaxing" make you feel calmer and more sure about the product.

As you can see in the ad, all of the people are males. Now, me myself being a female I find that rather sexist, But that may appeal to a man. Men like to feel "Macho," important, in charge, and if the ad just shows men, they may feel as if they are more important.

For another thing, the treehouse in the picture has nothing to do with the product. They are selling Food, not trees. A treehouse may also appeal to children, or an adults inner child. They associate being a Family with building a treehouse.

Stouffers is trying many different techniques to get people to buy one product. Many people have probably already bought this product for no reason. Don't be fooled by advertising.

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains focus on analyzing the advertising techniques used by the frozen food company throughout the paper.

ORGANIZATION

The response has a clear beginning, middle, and end. Each body paragraph is focused on a strategy used by the frozen food company to attract customers to buy their product. Within the paragraphs, ideas are related to that topic, but transitions from sentence to sentence are weak. The writer focuses the critique around the ad's use of "loaded words," its somewhat sexist approach, and its use of images which make the reader associate with the product's appeal to family. The ideas are only loosely connected between paragraphs.

SUPPORT AND ELABORATION

Although elaboration for some ideas is minimal, the writer provides engaging support of some. The writer explains that while women may find the ad sexist, the fact that only men are pictured in the ad implies that men are likely to buy the product because "men like to feel macho." The writer implies that the product will also sell because treehouses "appeal to children" and promote the image of family.

STYLE

There is an adequate use of grade level appropriate vocabulary. The writer's voice is evident and there is effective use of sentence variety. The overall impact of the paper would be strengthened by stronger transitions between and among ideas and clearer topic sentences.

CONVENTIONS

Minor errors in capitalization, spelling, and sentence completeness do not detract from the writer's message.

INSTRUCTIONAL IMPLICATIONS

Transitions such as "so," "now," and "for another thing" could be revised for fluency.

The introduction and conclusion are only minimally effective and could be strengthened by providing a clearer focus for the organization of the paper and summarizing the key points. The existing conclusion sounds "hurried" and impedes rather than improves the paper.

COMMENTARY

This paper represents the low end of the "high grade level" range. The weaknesses in the introduction and conclusion detract from the overall effectiveness. Further elaboration could also strengthen the writer's stance.

TASK

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

An advertisement for ear muffs



The Moldex ear muff advertisement has Bandwagon, Bias, emotional factors, and assumptions.

For example of Bandwagon The title is Don't be The Odd Man Out, that is band wagon. Or you'll never be the odd man out that is also Bandwagon. Exaples for Assumptions are, Some people want good looks. Some people want comfort. And some people want performance. That is Assumptions.

For example of Emotional facters, Everybody feel Better in Moldex Earmuff. that is an example of Emotional facters.

Examples of Bias would be, With out M Series
Earmuffs, you can look as good as you feel.
Another example is, Try them on. Our distinctivelystyled cups with softcoat covering and exclusive
iridesent color make you look as good as you feel.
One more example is, And our contoured headband and costom fit make you feel, look, and
perform good.

Finally The Moldex EarMuff advertisement has Bandwagon, Bias, Emotional Factors, and last but not least Assumptions.

ANNOTATION NOTES

FEATURES

FOCUS

While the writer attempts to maintain focus on the task, the focus is weakened by the lack of attention to the purpose of the advertisement.

ORGANIZATION

The paper is weakly organized around a string of undeveloped examples. While the paper progresses from one example to another, the ideas are only loosely connected. Though the writer has attempted to write a beginning, middle, and end, the last paragraph of this paper is a restatement of the first paragraph, and is therefore ineffective.

SUPPORT AND ELABORATION

The writer presents the advertising techniques (bandwagon, emotional factors, etc.) as examples but never links them to clear topic sentences. The writer further confuses the issue by quoting from the text of the ad in attempt to explain the ad's use of "bias." Although the writer has attempted to provide examples of bias ("You can look as good as you feel" and "distinctively-styled cups with soft-coat covering"), he or she has not made the relationship clear between the examples and the concept of bias.

STYLE

Sentence fluency is inhibited because the writer does not use a variety of sentence structures. Relationships between and among ideas are not clearly established. Overuse of the word "example" detracts from the message.

CONVENTIONS

The writer exhibits a lack of control of sentence formation, punctuation, and spelling. Inappropriate use of capitalization also creates difficulty for the reader.

INSTRUCTIONAL IMPLICATIONS

This student would benefit from a review of identifying the purpose of text and multimedia in order to focus a critique of them. Once a clear understanding of purpose is established, the student could develop a writing plan to select key ideas for topic sentences. Then, "examples" from the first draft could be incorporated into a clearer focus. The writer needs to make a strong connection between topic sentences and elaboration.

QUESTIONS FOR CONFERENCING

- What is the purpose of this advertisement?
- What "assumptions" does the creator of this ad make about its audience?
- How can you make connections between the advertisement (text or medium) and the advertising strategies?

COMMENTARY

This paper represents a minimal example of critical writing for seventh grade. Much review and practice is required to develop this response. Though this student demonstrates an awareness of the advertising terminology, the analysis (including insufficient elaboration) does not support the student's understanding.

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

a fictitious advertisement for Nike women's running shoes which was a part of a popular movie



What do women want? Nike's running shoes. At least that's what it said in the movie. The bias is that all women worry about something. Whether or not it's their makeup, clothes or how they look. There's probably not a day that goes by without women worrying about something, but there is a product that will stop that. Nike's running shoes? The apparent message is that Nike shoes will eliminate worries.

According to Nike, if you wear Nike shoes than you won't have nothing to worry about and you will have so much confidence in yourself about how you look and feel.

The hidden message is only Nike understands women. Nike's shoes make women feel good about themselves. The emotional factor colors are blue and gray. They played soft music in the background. The colors and the music is relaxing and makes you feel happy.

One of Nike's propaganda techniques is Mel Gibson's voice, sometimes it works because some women love his voice. Another propaganda technique is that all women want to feel like the woman in the commercial, relax and not worry.

In conclusion, I think people will want to feel relaxed, happy and comfortable. They will probably pick Nike's running shoes. The commercial persuade alot of women.

ANNOTATION NOTES

FEATURES

FOCUS

The writer is focused on the task, mentioning bias, hidden messages, propaganda techniques, and implying that one technique is "celebrities."

ORGANIZATION

The writer establishes an organizational strategy by beginning with a question based on the title of the movie: "What do women want?" The paper progresses with a brief discussion of several advertising techniques. A minimal conclusion is present.

SUPPORT AND ELABORATION

The first paragraph attempts to explain the apparent message found in the ad ("Nike shoes will eliminate worries") and to establish the idea that the advertisement is biased toward a female audience by stating that "all women worry about something." The second paragraph (which would more logically be connected to the first) supports that idea and explains how wearing Nike running shoes will relieve those worries.

The remaining paragraphs contain elaboration that is list-like and repetitious. For example, the writer states that the way Nike shoes are presented in the ad "makes women feel good about themselves," makes them "feel happy," and makes them "feel like the woman in the commercial": relaxed.

STYLE

The writer uses limited, nondescript vocabulary. The writer lacks skillful control of language, as many of the words are overworked ("worry" and "happy," for example). The paper lacks sentence variety and the transitions, when present, are mundane ("another" and "in conclusion").

CONVENTIONS

The writer exhibits adequate control of conventions. Some subject-verb agreement errors ("the commercial persuade") and a glaring double negative ("won't have nothing") are present. However, these errors do not impede the reader's understanding of the writer's message.

INSTRUCTIONAL IMPLICATIONS

After reviewing the definitions of the advertising techniques mentioned in the paper (bias, hidden messages, emotional factors, and propaganda techniques), the writer should select the techniques which most apply to this commercial. Then, the writer should brainstorm more effective support and elaboration, citing details from the commercial and using more precise, purposeful vocabulary.

QUESTIONS FOR CONFERENCING

- Currently, your second paragraph does not seem to have its own topic. Might the ideas in this paragraph be used as details for another paragraph in your paper?
- How do colors and soft music create a relaxed, happy mood in the commercial?
- According to the commercial, how do the running shoes actually eliminate worries or make the viewer feel happy?
- How does the commercial convey its message? How, besides color and music, does the commercial convey the message that Nike shoes will reduce worries?

COMMENTARY

This paper is based on a creative and unusual assignment: analysis of an ad within a movie. Although the writer apparently understands the implications of the ad, the analysis lacks depth and merely skims the surface of the topic. The writer focuses on only one aspect of the advertisement: the relaxing atmosphere it portrays. With further review of Standard Course of Study Objectives 4.01 and 4.03, the writer could revise this paper to develop a stronger analysis of the commercial.

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

an advertisement for a clear skin product



Does proactiv really make the difference? This product uses omission, bandwagon, and celebrities to try to get you hooked to buy their product. Does proactiv really work, or is it just a way to make quick money off of a bad product?

Omission is the key in this advertisement to make the product sell. The add doesn't tell the whole truth about the product. The before and after pictures show that the results are dramatic but does it work for everyone, that is what the add doesn't tell. Along with the before and after pictures the add doesn't mention side effects if any, and if their is a recommended age for the product to be used. In the add it gives quotes about happy users but none from unhappy users. To get this product to sell they use omission and try to target the audience by showing that if you buy this product your face will become clean, of any blemishes you may have.

Everyone is using it, why not you? This ad also takes the bandwagon approach. The ad says that there are hundreds of thousands of happy users. It is saying that everyone else is doing it, why not join in with the happy users. The ad is trying to convince the audience to get on the bandwagon and go for a ride.

Celebrities are a key part in ads — to get you hooked to buy the product. This particular ad uses Judith Light to endorse their product. This convinces' the audience that if they use proactive they will be just like Judith. Celebrities is a very common propaganda technique that ads use to endorse a product. If you aren't careful you will fall into the advertisements trap.

Does proactive really work? This ad is trying to convince you to buy the product by using omission, bandwagon, and celebrities. Will you be tricked by advertisements that want you to buy their product, you decide.

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains a clear focus on an analysis of the commercial for Proactiv throughout the essay.

ORGANIZATION

The writer establishes the purpose of the essay in the introduction and develops a strong progression of related ideas throughout. Each paragraph in the body of the paper discusses a separate advertising technique (omission, bandwagon, and celebrities). The composition is unified and complete.

SUPPORT AND ELABORATION

Each idea in the body of the paper is well elaborated with related and sufficient details. The first idea contains the strongest elaboration. The writer defines the concept of "omission" and then explains what the ad "doesn't tell." The other ideas are elaborated but not in as great a depth as the first. The writer explains that the "bandwagon approach" encourages the viewer to join the "hundreds of thousands of happy users." In the third body paragraph (paragraph 4), the writer explains how Judith Light's endorsement of the product makes use of the "celebrities" technique in advertisement.

STYLE

The writer's voice is clearly heard in this essay. The writer speaks with confidence and authority which is established in the opening paragraph: "Does proactiv really work, or is it just a way to make quick money off of a bad product?" Sentence fluency and strong, purposeful vocabulary are evident. All ideas in the essay are clearly connected.

CONVENTIONS

This writer's work demonstrates control of grammatical conventions which are appropriate to the task. This essay represents strong command of conventions, especially since it was produced in an "on-demand" situation.

INSTRUCTIONAL IMPLICATIONS

This paper could be used effectively in the classroom as a model for well-developed elaboration. Especially in the second paragraph, the writer uses a multi-layered approach by giving elaboration for each idea and thoroughly explaining its significance.

The third and fourth paragraphs could be enhanced by developing the support to produce more evenness of elaboration.

The conclusion could be enhanced by eliminating the list of main ideas that were presented in the introduction. Also, the final sentence should be edited for punctuation to give it the impact the writer intended.

COMMENTARY

This essay provides a strong, well-developed analysis of a well-known television infomercial. Though the student uses advertisement terminology, he or she has integrated the language into the paper, contributing to the fluency of ideas as well as sentences. The writer demonstrates a clear understanding of advertising techniques and relates them appropriately to this commercial.

The closing statement (which should be punctuated differently) sums up the reader's effective engagement of the audience in the analysis: "Will you be tricked by advertisements that want you to buy this product? You decide."

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

an ad for a deadbolt



The Schlage deadbolt add has many underling messages to it. It is directly stating it is better than the competition and has catchy phrases with it.

Its opening sentence is saying that without the Schlage security doors burglars could break into your home as easy as cake. It also later states that without a Schlage security the burglars "lose their appetitie." This is a somewhat comical and catchy phrase and is coming out bluntly yet Fun that theirs are the very best locks made.

In a finer print a bit down the page it also says that you can improve your door apperance with little extras from the company. In that sentence it says that you can improve your doors look just by adding a simple Schlage door knob.

Another added piece of information on this add is that at the bottom it says that it is a proven source and solution for security and safty. It is renenforcing that Schlage security is the best.

It is obvious that this add is bias about the fact that Schlage is supreme in security. It also shows that theirs is better than the competition and uses catch, phrases and pictures to draw your attention

ANNOTATION NOTES

FEATURES

FOCUS

In the beginning, the writer clearly states the product being advertised. However, the paper exhibits limited analysis of the advertisement.

ORGANIZATION

The writer incorporates a beginning, middle and end, but none are well developed or complete. All ideas are related to the product. The writer does not maintain a constancy of purpose through the development of elements. This is noted when the writer describes what is in the ad, as in "the little extras" in paragraph three.

SUPPORT AND ELABORATION

The second paragraph does a minimal job of addressing the use of "catchy phrases" in the ad. However, the next paragraph which focuses on "little extras" is not well elaborated and supported. This also holds true in the paragraph that deals with reinforcing the deadbolt as a proven source for security and safety. The writer does not convey an explanation or understanding of bias in the last paragraph.

STYLE

The writer demonstrates a reasonable control of style. The writer incorporates a variety of sentence styles by using inverted and complex sentences.

CONVENTIONS

Most sentence formations are correct. However, in one instance, the writer's error impairs the reader's understanding. This is noted at the end of the second paragraph when the writer states, "This is a somewhat comical and catchy phrase and is coming out bluntly yet fun that theirs are the very best locks made." Minor errors in spelling (safty, reenforcing) and grammar (door/door's) do not impede the reader's understanding of the ideas conveyed.

INSTRUCTIONAL IMPLICATIONS

This student would benefit from teacher and peer conferences related to elaboration, particularly related to sufficiency in elaboration.

QUESTIONS FOR CONFERENCING

- How could you restructure the following sentence to make it more fluent: "This is a somewhat comical and catchy phrase and is coming out bluntly yet fun that theirs are the very best locks made"?
- In the last paragraph, how could you better express an understanding of bias? Remember to include an example of bias with elaboration.

COMMENTARY

While this paper is adequate, at times the writer seems too concerned with describing or quoting the ad rather than analyzing techniques. Through assistance in revising, at least two or three paragraphs could be developed into strong main ideas with sufficient details and elaboration. This is particularly true in the third paragraph where the writer addresses "appearance with little extras."

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

The writer analyzes an advertisement for gasoline.



In the "Supergas" ad, the propaganda techniques bandwagon and repetition are used. This ad catches your eye with words in all caps & its small size. After having read it, I've decided that it clearly proves its point.

The "Supergas" ad asks you to "join the horde of other drivers" who use Supergas everyday. Prior to that statement, "it tells that "50,000 drivers a minute stop For Supergas". This is the basis For the "join the horde" bandwagon technique.

The name "Supergas" is repeated several times during the ad. This is done to get your attention \$ Leave what I'd call a "Supergas tattoo" stuck on your brain. America is also used a Few times to yet again catch your attention \$ remind you of where Supergas is sold, \$ who buys it.

After reviewing the ad a few times & examining its propaganda techniques, I have decided that all the bandwagon & repetition in the ad is working. It just makes me want to go "Buy Supergas today."

CONVENTIONS

The writer has control of grammatical conventions that are appropriate to the task, with the exception of the use of the "&" symbol which detracts from the formality of language. Errors in sentence formation, usage, and mechanics do not impede the reader's understanding of the ideas conveyed.

ANNOTATION NOTES

FEATURES

FOCUS

The writer is clearly focused on the task of analyzing the ad.

ORGANIZATION

The writer establishes an organizational strategy but weaknesses exist in progression from beginning, middle, to end. The writer begins the essay by identifying two types of propaganda techniques and describing some key features of the ad. The introduction also tells the reader that the writer believes the ad to be effective. The body discusses each of the techniques briefly. The conclusion reiterates the ideas from the introduction.

SUPPORT AND ELABORATION

The body of the essay provides limited support for the ideas presented. The paragraph about the bandwagon technique quotes two statements from the ad but does little to explain or elaborate them. The paragraph about repetition states that the words "Supergas" and "America" are repeated throughout the ad. The writer comments on the quality of the ad, relating it to the repetition strategy by suggesting that it leaves a "'Supergas tattoo' stuck on your brain."

STYLE

The writer uses sentence variety and some interesting word choices ("Supergas tattoo" and "join the horde," for example). The writer's use of the "&" symbol instead of the word "and" creates a sense of informality which may indicate a lack of awareness of audience.

INSTRUCTIONAL IMPLICATIONS

This writer could benefit from conferencing (either with the teacher or a peer response group) to develop support and elaboration. After careful review of the advertisement, the writer should be questioned to develop the ideas related to each type of propaganda mentioned.

QUESTIONS FOR CONFERENCING

- What does the ad look like? Besides "all caps and small size" what else is shown in the ad? Is there a picture?
- What does it mean to "join the horde"? How does this statement demonstrate the bandwagon technique?
- How are the words "Supergas" and "America" repeated? Are they used in a statement about the product or just printed in the background?
- Why does the repetition of the word "America" make people want to buy Supergas?

COMMENTARY

This writing provides a clear example of writing which demonstrates an organizational strategy and some knowledge of the techniques of advertising related to accomplishing the task. However, the writer's lack of references to specific details from the ad itself creates a limited response. With revision, this essay could be developed into an effective analysis.

Writers will produce an essay that analyzes an advertisement or commercial for bias, apparent or hidden messages, emotional factors, or propaganda techniques.

TEXT OR MEDIUM ANALYZED

An advertisement for a Sun tamer hat



There are many hats out now you can buy to protect your head from the sun, wind, and rain. Some are as simple as ball caps, and others are like full head coverings, but there's a new hat on the market called a Sun Jamer Hat that may be even better!

According to its ad, the Sun Jamer works wonders while you're outside and during all kinds of weather. The advertisement grabs your attention by listing all the factors that make it sound so great. The "decorative leather band", "stylish design", a "cool idea", and "innovative air-circulation". It has several pictures of an older man and woman wearing the hat and the different ways it can be worn. The ad also has a "hook", that states the hat is "a cool idea for everyone!". It trys to appeal to people who are concerned with their image by giving it a "stylish design" and a "decorative leather hatband". The advertisment also trys to be appealing to those who are looking for more than just a hat to wear outside. It states that it "repels heat, instead of absorbing it", "innovative air circulation ring", "keeps glasses dry", "wind tested", and the hat has an "adjustable, washable headband".

All those features sound great, but some things may not be. Has it been proved that it repels heat? Does the circulation ring really prevent entrapment? Who says the hatband is decorative? 9. may think its ugly! Those are all opinions that not everyone who uses the product may agree with. Also, the advertisement doesn't mention anything bad about the hat. 9t may only last for a year, or get faded, but the ad doesn't mention any of those things because it is bias. Plus, not everyone may think it's "a cool idea"! In the picture, they show the same man wearing it, so

WRITING SAMPLE

ANNOTATION NOTES

FEATURES

FOCUS

The writer maintains focus on the advertisement throughout the essay. The focus never strays from a careful analysis of the ad's effectiveness.

ORGANIZATION

The writer uses a clever opening paragraph that hooks the reader. The writer attempts to engage the reader by relating to the broad experience of hat wearing and then introduces the focus of this critique: the Sun Tamer Hat. The paper progresses logically through an analysis of the positive features of the hat as presented in the ad, then to a "consumer alert" analysis that questions the validity of the ad. The writer brings a sense of completeness to the work through a conclusion that challenges the reader to make his or her own decision about the product.

SUPPORT AND ELABORATION

Without relying on a predetermined list of advertising techniques, the writer masterfully quotes from the text of the ad and explains the significance of each statement ("It trys to appeal to people who are concerned with their image by giving it a 'stylish design' and a 'decorative leather hatband."")

STYLE

This writer's style represents skillful use of precise, purposeful vocabulary that weaves quotations from the ad with appropriate descriptions of their effect. Although there is some redundancy through the overuse of "it," particularly as a sentence starter, the writer shows adequate of sentence variety. The writer's voice is clearly heard in this analysis.

CONVENTIONS

The writing in this selection represents an original approach to analyzing the effectiveness of an advertisement.

INSTRUCTIONAL IMPLICATIONS

This paper represents an original approach to analyzing the effectiveness of an advertisement. This writer demonstrates that critical analysis does not have to rely on a formulaic checklist of advertising or propaganda techniques.

QUESTIONS FOR CONFERENCING

Why is it important to have sentence variety in writing? How might you vary the way you have begun your sentences in this paper? [Look especially at your sentences that begin with "It."

COMMENTARY

This paper provides an engaging response to the task of analysis of an advertisement. The writer addresses the task from a unique perspective and brings voice to the message.

	like it! ll, as you can see, this advertise-					
ment has many pluses and minuses, like all ads do. Lo go out and buy an						
will b	e as good as it sounds!					